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## ABSTRACT

This state curriculum guide was developed to reaffirm the importance of world history in the Louisiana social studies curriculum. It contains statements of the Louisiana social studies goals, program scopes and sequences, a list of 14 generalizations and related concepts, and a master course content outline. Seven study units are presented that address: (1) prehistory; (2) the ancient world; (3) the middle ages; (4) the early modern age; (5) the later modern age; (6) the inter-war period and World War II; and (7) the nuclear age. Each unit is divided into specific sections that contain: (1) generalization, concept, and objective statements; (2) a course outline; and (3) suggested learning activities. Appendices include: (1) selected world history computer activities; (2) world history terms; (3) lists of geographical locations; (4) an overview of major periods and trends in world art and music; (5) 136 references; (6) a sample unit; (7) suggestions and references for evaluation techniques; (8) foreign diplomatic and consular offices in the United States; (9) K-12 social studies skills' charts; and (10) an index organized by time periods, geographical or cultural areas, topics, and page number. (JHP)

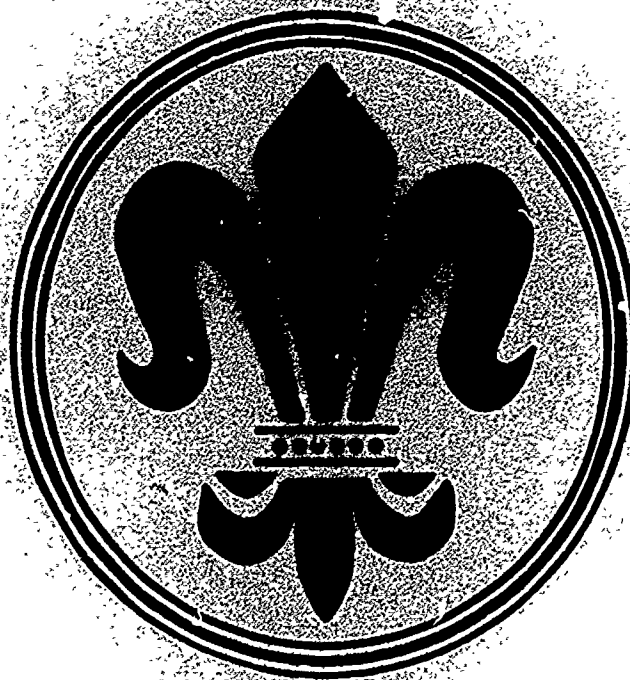
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State of Louisiana  
Department of Education  
**WORLD HISTORY  
CURRICULUM GUIDE**

Bulletin 1758

1987



Thomas G. Clausen, Ph.D.  
Superintendent

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STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION

WORLD HISTORY CURRICULUM GUIDE  
Secondary Social Studies

Bulletin 1758  
1987

Issued by the  
Office of Academic Programs

Thomas G. Clausen, Ph.D.  
Superintendent

# TABLE OF CONTENTS

Foreword . . . . .	iv
Acknowledgments . . . . .	v
Louisiana State Board of Elementary and Secondary Education . . . . .	vi
State Department of Education Personnel . . . . .	vii
Members of the Writing Committee . . . . .	viii
Members of the Revision Committee. . . . .	ix
 Louisiana Social Studies Goals . . . . .	 1
Louisiana Social Studies Program Scope and Sequence . . . . .	3
Schematic Diagram . . . . .	4
Conceptual Strands . . . . .	5
 Introduction . . . . .	 6
Rationale . . . . .	6
Scope . . . . .	6
Course Content . . . . .	6
Chronology Chart/Geo-cultural Area . . . . .	8
Generalizations and Concepts . . . . .	10
 Master Content Outline . . . . .	 17
Activities Sections	
Unit I: Prehistory. . . . .	21
Unit II: The Ancient World . . . . .	24
Unit III: The Middle Ages . . . . .	76
Unit IV: The Early Modern Age. . . . .	100
Unit V: The Later Modern Age. . . . .	140
Unit VI: The Inter-War Period and World War II . . . . .	191
Unit VII: Nuclear Age . . . . .	205
 Appendix	
Suggested Computer Activities. . . . .	233
World History Terms. . . . .	234
World History Locations. . . . .	253
Overview of Music and Art. . . . .	259

Resources: Unit I-VII . . . . .	280
Sample Unit. . . . .	299
Evaluative Techniques. . . . .	302
Foreign Diplomatic and Consular Offices. . . . .	307
Social Studies Skills Charts . . . . .	315
Guide Organization Charts. . . . .	340
-By Page	
-By Periods	
-By Geo/Cultural Areas	
-By Topics	

## FOREWORD

The Board of Elementary and Secondary Education has mandated that a unit of World History, Western Civilization, or World Geography be required for graduation from Louisiana schools beginning with the freshmen class entering high school in the 1984-85 school year. The decision to increase the number of units in social studies needed for graduation is a reflection of the Board's and the public's interest in improving the academic preparation of secondary students. The historical knowledge acquired and the skills developed through the study of World History will help students to understand more completely the complex, interdependent world in which we all must live and work.

This guide is intended as a curricular resource for those teachers who must provide instruction to students who select World History as the third required unit of social studies. Its development represents the combined efforts of Department of Education staff and outstanding World History teachers in every geographic region in the State.

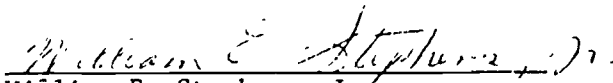
The Louisiana Department of Education is pleased to have produced this World History Guide as part of its continuing effort to improve the quality of education in Louisiana's schools. I would like to thank all of the teachers throughout the state who cooperated in this significant project to upgrade social studies education.

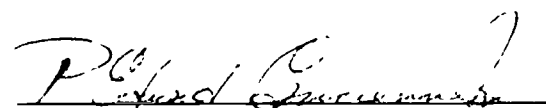


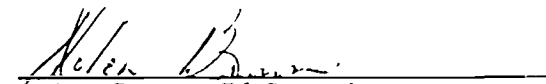
Thomas G. Clausen, Ph.D.

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This publication represents the cooperative efforts of personnel in the Bureaus of Secondary Education and Curriculum, Inservice, and Staff Development within the Office of Academic Programs. Special recognition goes to Dr. William Miller, Section Chief, Social Studies, who served as chairperson in the development of the guide. Special commendation goes to members of the writing and revision committees and the pilot teachers throughout the State who worked diligently to make this publication a reality. In addition, special appreciation is given to Mrs. Gaynelle Faler, Staff member, Bureau of Curriculum, Inservice, and Staff Development, for her assistance in the development of this document.

  
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## LOUISIANA SOCIAL STUDIES CURRICULAR GOALS

- I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and efforts of beliefs, values, and behavior patterns; and applies, through the use of computers and computer technology, this knowledge of new situations and data by:
  - A. Acquiring knowledge about social organizations.
  - B. Acquiring knowledge about the relationships between human beings and social environments, understanding some of the effects of these relationships, and making value judgments about the consequences of these relationships.
  - C. Acquiring knowledge about the relationships between human beings and the physical environment, explaining some of the effects of these relationships, and making value judgments about the consequences of these relationships.
  - D. Acquiring knowledge about decision-making processes.
  - E. Acquiring knowledge about conflict and the impact it has on individual and group relationships and making value judgments about these relationships.
  - F. Expressing awareness of some of the beliefs and values expressed by people and recognizing that the times and places in which people live influence their beliefs, values, and behaviors.
  - G. Demonstrating knowledge of ways beliefs and values are transmitted in various cultures.
  - H. Acquiring knowledge about some of the influences, beliefs, values, and relationships between people.
- II. Develops the competencies to acquire, organize, evaluate, and report information using various techniques, including computers and computer technologies, for the purpose of solving problems and clarify issues by:
  - A. Identifying the central problem in a situation and identifying the major issue in a dispute.
  - B. Applying divergent thinking in formulating hypotheses and generalizations capable of being tested.
  - C. Identifying and locating sources of information and evaluating the reliability and relevance of these sources.

- D. Demonstrating ability to use reliable sources of information.
- E. Organizing, analyzing, interpreting, and synthesizing information obtained from various sources.
- F. Using summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.
- G. Validating outcomes of investigation.
- H. Appraising judgments and values that are involved in the choice of a course of action.

III. The programs encourage the examination of beliefs and values, recognizes the relationship between one's own value structure and own behavior, develops human relations skills and attitudes that enable one to act in the interest of self and others. Fosters an appreciation of the unique nature and value of people even in a technological, computer-oriented age; and contributes to the development of a positive self-concept.

- A. Expressing awareness of the characteristics that give one identify.
- B. Expressing awareness of one's goals (aspirations), the goals of the group with which one identifies, and correlating those goals.
- C. Expressing awareness of the relative strengths of oneself and the groups with which one identifies; recognizing the social barriers to full development that may exist; suggesting ways of maximizing one's effectiveness.
- D. Examining one's own beliefs and values and the relationships between these and behavior.
- E. Developing the human relations skills and attitudes necessary to communicate with others.
- F. Expressing awareness of the physical, intellectual, and social conditions of human beings, and suggesting ways these can be improved.
- G. Demonstrating a commitment to individual and group rights and acting in support of equal opportunities.
- H. Demonstrating effective involvement in social interaction.
- I. Developing a positive feeling about oneself.

## LOUISIANA SOCIAL STUDIES PROGRAM

### Scope and Sequence

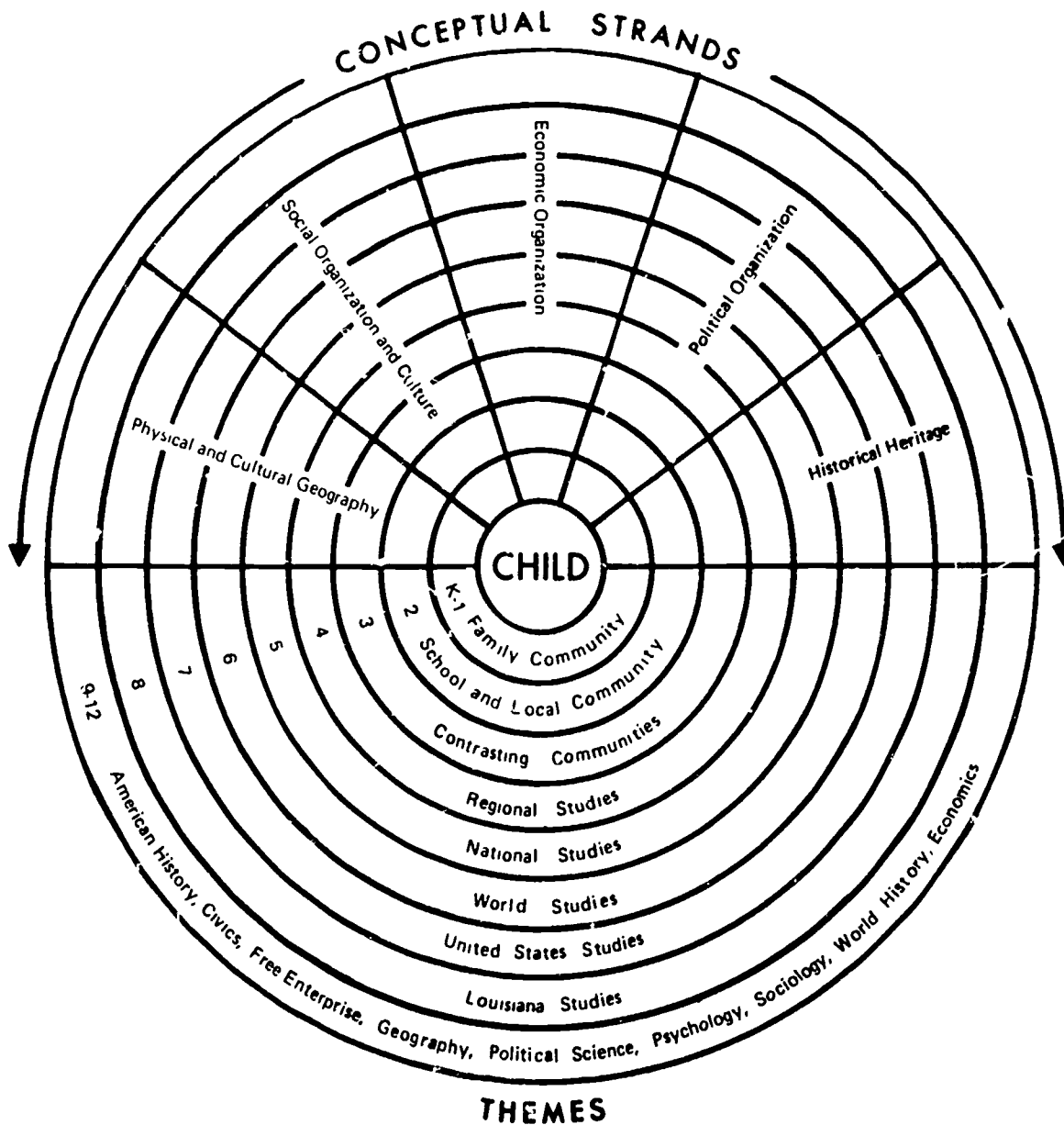
The schematic diagram, "Scope and Sequence for Louisiana Social Studies," graphically represents major features of the social studies education program design. It shows the child as the center and dominant interest of the program. At the top of the chart are the Conceptual Strands encompassing Economic Organization, Historical Heritage, Political Organization, Political and Cultural Geography, and Social Organization and Culture. These strands indicate selection principles to be used in drawing upon the disciplines of anthropology, economics, history, political science, and sociology for course content. The design of the elementary program, then, is shown to be multidisciplinary. The central concepts recurrently treated throughout the program are identified in the "Conceptual Strands Chart" that follows the Scope and Sequence Chart.

Sequencing is based upon the spiral pattern of introducing concepts and skills and then treating them at increasing levels of complexity from grade level to grade level. The Themes shown in the diagram of the chart are used in selecting and sequencing course content. Through grade six there is a modified expanding horizon pattern beginning with that which is familiar and near to the child--the Family Community. The program then sequentially proceeds outward through School and Local Community, Contrasting Communities, Regional Studies, National Studies, and World Studies. The middle school grades reverse this pattern. World Studies in the sixth grade is followed by American Studies and moves homeward again with the Louisiana Studies course. The United States Studies and Louisiana Studies courses are designed as broad cultural studies to provide the scope of experiences appropriate to the age group. These courses are also designed for articulation with other aspects of the middle school curriculum and the senior high separate subject design. The required high school courses for which minimum standards and curriculum guides are being developed are Civics, Free Enterprise, and American History.

Another major component of the program's scope and sequence is represented by the accompanying skills charts. One of these skills that are shared with other subjects, and the other shows those that are major responsibilities of the social studies program. The skills are coded with asterisks showing the grade levels at which they are to be introduced, developed, mastered, and continued for increasing sophistication. These charts are adapted from the rather extensive array of skills identified by the National Council for the Social Studies.

In addition to the charts, objectives of the Louisiana Social Program are further defined by the statements of program goals and course objectives and by course content outlines, unit overviews, and suggested activities and resources. Collectively these features seek to fulfill the ABC's of curriculum--articulation, balance, and continuity and, thereby, to provide a cumulative, developmental framework for Louisiana's children and youth.

# CONCEPTUAL STRANDS



I. SCOPE and SEQUENCE  
for LOUISIANA SOCIAL STUDIES



# CONCEPTUAL STRANDS CHART

Physical & Cultural Geography	Social Organization	Economics Organization	Political Organization	Historical Heritage
Location	Family	Kinds of economic systems	Kinds of political systems	Change
Topography	Home	Business cycle	Government	Cause and effect
Climate	Community	Scarcity	Politics	Continuity
Natural Resources	Culture	Market characteristics	Law	Values and beliefs
Ecology	Food	Production	Citizenship	International relations
	Dress	Specialization	Loyalty	Traditions
	Customs	Supply and demand	Patriotism	Landmarks
	Language	Money and banking	Rights	Contributions of individuals
	Education	Consumerism	Responsibilities	
	Recreation	Technology		
	Music	International trade		
	Art	Networks		
	Architecture	(Transportation and Communication)		
	Literature	Economic Growth		
	Inventions	Role of government		
	Social change			
	Moral and Spirit- ual Values			
	Ethnic Groups and Contributions			
	Behavior			

## INTRODUCTION

### Rationale:

History has always been an important element within the social studies curriculum. In recent years, however, the study of history, particularly world history, has declined in Louisiana secondary schools. This guide is part of an effort to reaffirm the importance of world history in the Louisiana social studies curriculum.

The World History course proposed in this guide was developed around the core idea that people need a sense of history to understand who they are, how they came to be the way they are, and where they might be going based upon what is known about the past. The intent of this core idea is to help students appreciate the human race and themselves through the systematic study of past events and to understand the development of ideas which have helped to shape the nature of every person.

Through the study of world history, students can understand the larger world, the world beyond the nation-state. The contemporary world is much more interrelated than at any other time in our history. Global economic, political, cultural, and ecological systems affect everyone. Students, too, are affected by these global systems, and they will continue to be affected by them later when they assume roles as adult citizens, consumers, and workers. Studying world history can help the students to understand the formation and operations of these global systems. Although there is considerable debate about the organizational approach to use in a curriculum guide, it is very important that each of the world's major regions be systematically studied.

Numerous definitions of history are available. For the purposes of this guide, history has been defined as the unique process for passing on from one generation to another a record of previous generations' knowledge, values, and beliefs. Operating from this definition, the guide was written to identify the most important knowledge, beliefs, and values from past generations worth sharing with the next generation.

### Scope:

This guide is divided into seven sections: Prehistory, The Ancient World, The Middle Ages, The Early Modern Age, The Later Modern Age, The Inter-War Period and World War II, and The Nuclear Age. But teachers may also restructure the guide in any number of ways to make it more consistent with their own preferences. Two other things have been done to make the guide more flexible for teachers. First, the guide is in loose-sheet form so that the Activity Sections can be moved into groups that are more consistent with individual preferences. The second feature of the guide which may help teachers organize the Activity Sections are charts listing objectives according to the geo-cultural areas, periods, and topics. Using these charts located on page 8 and in the Appendix can help teachers locate all objectives related to a particular geo-cultural area or topic.

This organizational pattern was chosen after reviewing evaluations of the pilot editions of the guide. In both written and oral critiques of the pilot versions, teachers were consistently in favor of a chronological approach to the organization of the guide. They clearly did not favor the geo-cultural area approach used in the pilot version. In reorganizing the pilot version of the guide into its present form, no significant elements of the earlier version have been left out. In fact, additional information, particularly in art, literature, and music, has been added.

It is important to be aware that the chronological organizational pattern also allows for opportunities to integrate a wide range of other instructional approaches and techniques.

Also, teachers should be extremely careful to ensure that this course remains as the teacher writing committee intended it: a historical survey of both the western and non-western world. The history of Western Europe should be used as a central element in the study of World History, but a conscious, systematic effort must be made to also study the non-western world. Within the various regions, the guide focuses on common political, social, economic, religious, and cultural events which serves as a basis for systematic historical analysis of the regions.

A major reason for this guide is to help students acquire a broader perspective from which to view both the diversity and commonality among people of the world. Systematic instruction about areas other than Western Europe can help reduce the ethnocentric view many students have of the world. To achieve this broader view, an understanding of the contributions made by the non-western world is especially important.

# Geo-cultural area/chronology chart

<u>Time Periods/Regions:</u>	North America	Latin America	Western Europe	Middle East	Asia	Africa
Prehistory	p. 21-23	p. 21-23	p. 21-23	p. 21-23	p. 21-23	p. 21-23
Ancient World	p. 42	p. 43-46	p. 53-75 p. 77, 79, 81 p. 85-97	p. 25-34	p. 37-41 p. 47-52	p. 35-36
Middle Ages			p. 77, 79, 81 p. 85-97	p. 78, 80 82, 83	p. 84 p. 98, 99	
Early Modern Age	p. 115-118 p. 121-122	p. 108-114 p. 119, 120	p. 101-107 p. 128-136	p. 123	p. 124 p. 137-139	p. 125-127
Later Modern Age	p. 162-173 p. 177	p. 174-176 p. 178-181	p. 141-161		p. 186-190	p. 182-185
Inter-War/ World War II	p. 192		p. 193-197 p. 100-204		p. 198-199	
Nuclear Age	p. 207 p. 212 p. 230-232	p. 213-218	p. 206 p. 208-211	p. 224-228	p. 219-223	

## COURSE CONTENT:

The format used in this guide is very similar to that in the secondary social studies guides previously published by the Louisiana Department of Education. Each activity section contains a Generalization, a set of Concepts, an Objective, Content Outline, and Suggested Activities. Additionally, special enrichment information on art, literature, music, and special computer-related activities are provided.

Each unit begins with an overview that gives a description of what will be contained in the unit. It includes brief information about the most significant historical events of the era along with information about major artistic, literary, and musical achievements. A generalization is listed along with a set of associated concepts. A concept is a word or a phrase that is associated with an idea, and that idea has a particular set of attributes or elements associated with it. The Generalization is a statement which establishes a relationship among several concepts. It may be either descriptive (gives a description of a general principle) or empirical (makes a general statement that can be empirically verified).

Because of the enormous amount of information (content) associated with a world history program, concepts and generalization are very important because of their potential for helping to decide what information should be included and how that information should be organized. The writing committees, pilot teachers and the revision committee have reviewed and recommended the Generalizations and Concepts that are listed with this guide. These Generalizations and Concepts can be supplemented by others that the teacher may choose to use. Teachers are urged to remember that a well developed understanding of a powerful, enduring historical concept or generalization may have greater value to a student than the vague, random memory of a bite of historical information.

A rich, well developed content outline is provided. The outline includes many names, dates, and events considered by teachers and historians to be important in the study of world history, and this information constitutes the knowledge base of the program. However, teachers must exercise extreme care in selecting content for presentation to the student.

Excessive memorization of information should be avoided. Too often students quickly forget all but a small fraction of any material they have been compelled to memorize. Additionally, forcing students to memorize random, uninteresting information contributes to the development of negative attitudes toward the study of history. Therefore, emphasis should be placed on the well-paced acquisition of interesting information which contributes to student understanding and mastery of fundamental concepts and generalizations.

Although there is great diversity in the organization of world history textbooks, this guide can be used with textbooks currently on the State Adopted Textbook list. But regardless of the textbook used, teachers must still use considerable judgement in deciding how to use their particular textbook with this guide. In selecting content for students to study, several points should be considered. Since this course is a historical survey, emphasis generally should be placed on the scope, rather than depth, of study. Constant indepth treatment of every content outline item surely will result in unbalanced treatment of the various historical periods and geo-cultural areas.

The Objective is a statement of what the student is explicitly expected to learn. The statement is cast in behavioral terms, i.e., the student must be able to demonstrate what has been learned. The writing committee also identified with an asterisk certain specific objectives as grade level standards. These grade level standards are objectives which the writing committee thought were especially important and would be appropriate items to select from for any statewide testing. The depth of treatment of these and any other objectives remains the responsibility of the teacher. Further, teachers may identify other objective, they may wish to address.

The Activities are brief suggestions about things that could be done to help the student achieve the stated objective. They are student-centered and are designed to actively engage the student and to meet the needs of students of various skills and developmental levels. The activities are designated as follows:

- "A" are for students achieving at grade level.
- "B" are for students who are behind grade level.
- "C" are for advanced students.

The matching of students with activity levels is a task of the classroom teacher and may be accomplished in a variety of ways. Additionally, teachers should use their professional judgment in modifying any activity to suit the particular needs of their students. All teachers are encouraged to use whatever techniques, strategies, and resources necessary to help the student achieve the stated objective. There is no requirement that a particular student be assigned the same level of activity. One individual may be assigned "A" level for some objectives, "B" level for others, and "C" level for still others. A given class may or may not have students assigned to all three levels of the activities.

There are a significant number of objectives and content outline items which involve literary works, pieces of art, and architecture. In some sections the number of content outline items is quite lengthy. The writers did not intend for all these items to be addressed within the course or that particular section. Similarly, they did not intend for the list to be all inclusive. Teachers may add items they are familiar with and are worthy of mention. Teachers should, however, be very selective in studying these items. A careful examination of one or a few pieces of art or works of literature per unit is preferable to an exhaustive examination of all the listed items.

In working with the art, literature, and music items, teachers are encouraged to develop cooperative activities and projects with their colleagues in the English, Art, and Music Departments. Because of their background, training, skill, and knowledge, these teachers could be extremely helpful in the development of lessons or even units on art, literature, and music.

Teachers are especially urged to use activities which encourage historical interpretation. Students usually do not understand that the information presented in textbooks is substantially the author's interpretation of a

given set of information. The nature of the information or evidence, the methods or processes used to analyze it and the author's perspective and judgment are all factors that can affect a particular interpretation. It is important that students be provided with opportunities to use the historical method, including original source information, to develop their own interpretations and judgments.

The guide includes a vocabulary list which identifies key words, phrases, and geographic terms. Students should have a strong understanding of these words in order to be successful in understanding the subject matter presented. Teachers are encouraged to emphasize vocabulary development throughout the World History course.

Finally, a resource section is provided at the end of the guide. The list includes appropriate books, periodicals, audiovisuals, and other resources. Also included in the resources are brief summaries about art and music for each section which should be used to supplement the historical information provided in each unit.

GENERALIZATIONS  
AND  
ASSOCIATED CONCEPTS

41



GENERALIZATIONS  
AND  
ASSOCIATED CONCEPTS

GENERALIZATION 1:

Change has been a universal characteristic of all human societies.

CONCEPTS:

Change  
Evolution/revolution

GENERALIZATION 2:

A knowledge of past is necessary to understand present and future events.

CONCEPTS:

Time perspective and chronology  
Historiography

GENERALIZATION 3:

No historical events have resulted from a single cause.

CONCEPTS:

Multiple causation  
Cause and effect

GENERALIZATION 4:

The leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS:

Multiple causation  
Cause and effect  
Leadership

Generalization 5:

Interpretations of the past are constantly changing as new data and trends result in altered perspectives.

Concepts:

Multiple causation  
Cause and effect  
Time perspective and chronology  
Historiography

Generalization 6:

Changes in human society have been gradual through evolution or have been violent through revolution.

Concepts:

Multiply causation  
Cause and effect  
Continuity  
Change  
Evolution/revolution

Generalization 7:

All revolutions have altered the institutional structure of society.

Concepts:

Continuity  
Evolution/revolution  
Ideology

Generalization 8:

Technological advances have been a major influence in changing power structure.

Concepts:

Multiple causation  
Cause and effect  
Continuity  
Change

Generalization 9:

Basic values and beliefs of every society have been reflected in their creative accomplishments.

Concepts:

Continuity  
Ideology  
Cultural creativity

Generalization 10:

The motivating factors in human achievement have been either ideological or materialistic.

Concepts:

Multiple causation  
Cause and effect  
Ideology

Generalization 11:

Great ideals have affected all civilizations.

Concepts:

Civilization  
Ideology

Generalization 12:

Human progress has most often occurred under conditions of inter-societal communication.

Concepts:

Multiple causation

Cause and effect

Change

Generalization 13:

The rise of nationalistic movements has altered the course of history.

Concepts:

Multiple causation

Cause and effect

Nationalism/internationalism

Generalization 14:

Geographic factors have influenced historical events.

Concepts:

Multiple causation

Cause and effect

Geographic history

CONTENT OUTLINE

47

## Master Content Outline

- I. Pre-historic Era
  - A. Origins
  - B. Earliest anthropological finds in Africa
  - C. Other archaeological discoveries
  - D. Rain Forest people and Aborigines
  - E. Cultural developments
  - F. Stone Age Art
- II. The Ancient World (c. 5000 B.C. - 500 A.D.)
  - A. Civilizations of the Fertile Crescent
  - B. Fertile Crescent Literature
  - C. Fertile Crescent Architecture
  - D. Decline of the civilizations in the Fertile Crescent
  - E. Egypt
  - F. Egyptian Art
  - G. Egyptian Literature
  - D. Other African civilizations
  - E. Ancient India
  - F. North American (U.S.)
  - H. China: Early period
  - I. Early Chinese Literature
  - J. Early Chinese Art
  - J. Japan: Early History
  - K. Greek Civilization
  - K. Roman Civilization
  - L. Roman Art
  - M. Roman Literature
  - N. The development of Christianity
  - O. Roman and Christian literature
- III. Middle Ages (500 A.D. - 1500 A.D.)
  - A. Eastern Empire
  - B. Byzantine Art
  - C. The Eastern Orthodox Church
  - D. The Arab Muslim Empire (635 A.D.)
  - E. Decline of the Arab Muslim Empire
  - F. Islamic Art
  - G. The Mongol Conquests (India)
  - H. Russia

- I. Westerr half of the Old Roman Empire
- H. England during the Middle Ages
- I. Edward I and the Model Parliament
- J. Edward III and the Hundred Years' War
- K. Black Plague (1347-1351)
- M. The Holy Roman Empire (the German Empire)
- N. The Netherlands: Divided between Spain (Belgium) and Austria
- O. Spain and Portugal: Continuing struggles
- P. Europe contrasted with East
- Q. China
- IV. Modern Age (1500-1700)
  - A. Renaissance Europe (1350-1600)
  - B. The Reformation
  - C. Dynastic conflicts and wars of religion (1500-1715)
  - D. Indians of the Americas
  - E. The European nations begin to explore the world
  - F. Conquest of Indian Civilizations
  - G. Spanish settlement
  - H. Portuguese settlement
  - I. Struggle for a continent
  - J. Decline of Spanish domination in the western hemisphere
  - K. The Ottoman Empire (1450 A.D.)
  - L. China
  - M. Africa
  - N. English dynastic struggles
  - O. The Age of Enlightenment
  - P. Enlightenment Literature
  - Q. Works influenced by the Enlightenment
  - R. Baroque Art
  - S. Japan
- V. Later Modern Period (c. 1700-1919)
  - A. Europe through World War I
  - B. U. S. through World War I
  - C. Canada through World War I
  - D. Independence movement of Spanish America
  - E. Africa: Explored and divided
  - F. China through World War I
  - G. Australia through World War I
  - H. Unrest in India through World War I

VI. The Inter-war period and the Second World War

- A. The U. S. during the Inter-war period
- B. Literature of the period
- C. Realist School of Art
- D. Surrealism and Abstractism
- E. Japan during the Inter-war period
- F. China during the Inter-war period
- G. Fascist Italy--Inter-war period
- H. Great Britain--Inter-war period
- I. France--Inter-war period
- J. Communist Russia (USSR)
- K. Germany--Inter-war period
- L. Axis aggression
- M. World War II

VII. Nuclear Age

- A. World War II
- B. The United Nations
- C. Postwar Europe
- D. Major efforts to reduce world tension
- E. Soviet Union after World War II
- F. Canada
- G. Contemporary Latin America
- H. Japan
- I. China
- J. Southeast Asia and the Pacific
- K. Independence of Islamic nations
- L. Israel
- M. Middle Eastern conflicts
- N. The importance of oil in the Middle East
- O. Role of the United States and the U.S.S.R. in the Middle East
- P. Challenges of the Future
- Q. Contemporary Literature
- R. Contemporary Art



## Unit I

### Prehistory

This brief unit encompasses the development of prehistory from the time of the earliest evidences of man to approximately 5,000 B.C. when the first written records appeared. It will examine such things as artifacts, early geographic locations, and migrations. Special attention will be given to the importance of archaeology, archaeological techniques, and major archaeological sites in determining the conditions in which Paleolithic Man existed.

The unit will also provide information which will help to integrate primal art and music into the content outline. The subject of most Stone Age art was "Hunt Magic," religion, or human and animal fertility. By depicting a dead or wounded animal the artist (who may have been the tribal medicine man or shaman) sought to ritualistically kill the animal of the next day's hunt. In a like manner the creation of a small carved figure of a pregnant female would help to ensure that the fertility of animals was a frequent subject of Stone Age art.

Music in prehistoric times consisted of two of basic elements, rhythm and melody. Evidently, all people danced and sang (or grunted rhythmically) since cave paintings show people dancing.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, historiography, time perspective and chronology

OBJECTIVE: The student will be able to locate major prehistoric archaeological sites.

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#### COURSE OUTLINE:

- I. Pre-historic Era
  - A. Origins
    - 1. Platelet Theory
    - 2. Theory of Origins
  - B. Earliest anthropological finds in Africa
    - 1. The Leakey's in Tanzania and Kenya
    - 2. Donald Johnson's finds in Ethiopia
  - C. Other archaeological discoveries
    - 1. Asia, Java, Peking Man
    - 2. Western Europe (Neanderth and Cro Magnon)
    - 3. Americas (Bering Strait and Poverty Point)
  - D. Rain Forest people and Aborigines
  - E. Cultural developments
    - 1. Paleolithic man: hunters and gatherers
    - 2. Neolithic man: early domestication of plants and animals
    - 3. Beginnings of civilizations
      - a. Tigris and Euphrates Rivers
      - b. Yellow River
      - c. Nile River

#### ACTIVITIES

- A. Create a menu of foods easily accessible to early man in three different cultural locations.
- B. Create an overlay showing migrations of civilizations in this area (Louisiana). Use a map showing the major rivers.
- C. Conduct an inquiry lesson on the validity of the Platelet Theory. Contrast the Platelet Theory with other explanations of how the continents were formed. Construct a cut-out map showing how the continents fit together according to the Platelet Theory.
- ABC. Collect information on Poverty Point or any other archaeological area. Consider a field trip to one of these sites.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of primitive art.

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#### COURSE OUTLINE

- F. Stone Age Art
1. Cave paintings
    - a) The Wounded Bison
      - (1) Altamira, Spain
      - (2) 15,000 - 10,000 B.C.
    - b) The Hunt (Dordogne)
      - (1) France
      - (2) 15,000 - 10,000 B.C.
  2. Carvings
    - a) Nude Woman
      - (1) Life size rock
      - (2) La Magdelaine Cave, Penne (Tarn), France
      - (3) 5,000 - 10,000 B.C.
    - b) Ritual Dance
      - (1) Rock engraving
      - (2) Cave of Addaura
      - (3) Monte Pellegrino (Palermo)
    - c) Venus of Willendorf
      - (1) Stone carving, Museum of Natural History, Vienna, Austria
    - d) Bison
      - (1) Carved reindeer horn
      - (2) La Madeleine near Les Eyzies (Dordogne)
      - (3) Museum of National Antiquities, St. Germaine-En-Laye, France

#### ACTIVITIES

- ABC. Create a list of basic human needs such as food, water, and housing. Create a set of symbols for each. Put the symbols together and share them with the class. Discuss the symbols and note any similarities in the items identified and the symbols used to represent the listed items.

## Unit II

### The Ancient World

This unit encompasses the period from the beginning of recorded history to the fall of the Roman Empire (5000 BC to 500 AD). The unit is generally concerned with the development of cultures and civilizations. Special emphasis will be given to the development of government, religion, philosophy, and technology. In addition, the unit will examine the relationships among migrations, conquests, and trade. As a group, these elements will determine the pattern of a given civilization.

Art in this unit will be examined from the time of the Fertile Crescent to the Fall of Rome. Information concerning the evolution of art from crude effigies to superb, highly developed Greek sculpture will be provided. The unit will trace the development of early architecture from the ziggurat of the Fertile Crescent and the Egyptian pyramid, to the classical Greek temple; of sculpture from stylized, free-standing, clay and stone figures of the Fertile Crescent and bas relief of Egypt to Classical Greek statues; and pottery from crude, clay pots to magnificent Grecian urns.

In music the unit will include information on the importance of the use of drums, cymbals, horns, and stringed instruments (zithers, dulcimers, psalteries, etc.) and how these instruments helped produce an integrated form of music.

Literature of the early civilization was essentially drama. The unit will provide information about tragedy's origin at the Greek festival of Dionysus and its characteristics, especially its attempt to arouse pity and terror, purge or purify, and reflect on the fearful punishment that important men and women brought upon themselves. Comedy, like tragedy, also began at the Festival of Dionysus. Through both humor and philosophy, the plays sought to infuse not merely a sense of morality, but rather a morality intended to instruct. Additionally, the unit will show how the Romans followed the powerful literary tradition established by the Greeks.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

\*OBJECTIVE: The student will be able to identify the major cultures of the Fertile Crescent.

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CONTENT OUTLINE:

- II. The Ancient World (c. 5000 BC - 500 AD)
  - A. Civilizations of the Fertile Crescent
    - 1. Sumer (4000 B.C.)
    - 2. Babylon (2300 B.C.)
      - a) Hammurabi's Code of Laws
      - b) Extensive agriculture, commerce, and industry
      - c) Architecture, engineering, science, and religion
    - 3. Hittites: iron weapons
    - 4. Assyrians
    - 5. Persians
    - 6. Phoenicians
    - 7. Hebrews

ACTIVITIES

- A. Construct a chart outlining the major cultures and their contributions.
- B. Complete a crossword puzzle that requires the matching of Fertile Crescent cultures with their major contributions.
- C. Create a simple "code of laws" which you can compare with that of Hammurabi.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify example of Fertile Crescent literature and architecture.

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CONTENT OUTLINE:

8. Fertile Crescent Literature
  - a) Sumerian Writing
    - (1) Done on clay
    - (2) Pictograph in nature
    - (3) 4000-3501 B.C.
  - b) Sumerian Cuneiform, 3500-3001 B.C.
  - c) Behistun Rock
  - d) First Epic Tales of Gilgamesh, 3000-2501 B.C.
  - e) Sumerian poetry
  - f) Script changes from Sumerian to Semitic style, 2500-2001 B.C.
  - g) Epic poetry in Babylonia
  - h) Hammurabi's Code, 2000-1501 B.C.
  - i) Development of Phoenician alphabet
  - j) Torah, 1000 B.C.
  - k) Writings of Zoroaster, 600 B.C.
  - l) Book of Job, 400 B.C.
  - m) Book of Daniel, 165 B.C.
  - n) Book of Maccabees, 150-101 B.C.
9. Fertile Crescent Architecture
  - a) Temple at Al Ubaid, 3100-3500
  - b) Marduk Temple of Babylon (Tower of Babel), 601-700

ACTIVITIES

- A. Invite a clergyman to speak to the class on a topic such as the historical background of the Book of Job or Book of Daniel or the Old Testament as literature.
- B. Create a "contemporary Hammurabi's Code" listing offenses and possible penalties.
- C. In collaboration with the art department, construct and create bulletin board displays or models of Fertile Crescent art and architecture.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify the major artistic contributions of the Fertile Crescent.

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CONTENT OUTLINE:     ACTIVITIES

10. Fertile Crescent Artwork

- a) The White Temple on its Ziggurat
  - (1) 3500-3000 B.C.
  - (2) URUK
- b) Statues from the Abu Temple
  - (1) 2700-2500 B.C.
  - (2) Marble, the Iraq Museum, Bagdad
- c) Inlay of the soundbox of a harp
  - (1) 2600 B.C.
  - (2) UR
- d) Stele inscribed with the Law Code of Hammurabi
  - (1) 1760 B.C.
  - (2) Diorite, Babylon
- e) The Lion Gate
  - (1) 1400 B.C.
  - (2) Bogazkoy, Anatolia
- f) Gate of the Citadel of Sargon II
  - (1) 742-706 B.C.
  - (2) Khorsabad
- g) Billy Goat and Tree
  - (1) 2600 B.C.
  - (2) Gold, Wood, and Lapis Lazuli
  - (3) UR
- h) The Ishtar Gate
  - (1) 575 B.C.
  - (2) Babylon

GENERALIZATION: Change has been a universal characteristics of all human societies.

CONCEPTS: Evolution/revolution, change

OBJECTIVE: The student will be able to discuss the reasons for the rapid rise and decline of the many Fertile Crescent civilizations.

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CONTENT OUTLINE:

11. Decline of the civilizations in the Fertile Crescent
  - a) Lack of geographic features for protection
  - b) Cultural diffusion

ACTIVITIES:

- A. Do small group reports on the rise and decline of Fertile Crescent civilizations.
- B. Create a collage that combines drawings of the major cultural accomplishments of each of the Fertile Crescent civilizations.
- C. Write an editorial that analyzes the "future" of the Chaldeans "now that Nebuchadnezzar has died."



GENERALIZATION: No historical events have result. from a single cause.

CONCEPTS: Multiple causation, cause and effect

\*OBJECTIVE: The student will be able to explain the role of geography in the history of Egypt and the Fertile Crescent.

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CONTENT OUTLINE

- B. Egypt:
  - 1. Geographical advantages
    - a) The Nile River
    - b) Protection by surrounding seas and desert

ACTIVITIES:

- A. On an outline map label those geographic features which favorably influenced the development of civilization in the Middle East.
- B. Locate the Nile River, the Sahara Desert, the Mediterranean Sea, the Red Sea, and the Persian Gulf on a map of Egypt. Discuss how these geographical features influenced Egyptian history.
- C. Construct a relief map of Egypt on a wooden board. Use materials like clay and sand to depict deserts, the Nile River, etc.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, evolution/revolution, change

OBJECTIVE: The student will be able to analyze the major events and kingdoms in Egyptian history.

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CONTENT OUTLINE:

2. Kingdoms
  - a) Menes united the Upper and Lower Kingdoms (2900 B.C.)
  - b) The Old Kingdom - the Pyramid Age (3000-2300 B.C.)
  - c) The Middle Kingdom - the Feudal Age (2000-1800 B.C.)
  - d) The Hyksos invasion (1730 B.C.)
  - e) The Empire Age (1600 - 1200 B.C.) - important pharaohs included Hatshepsut, Amenhotep, and Ramses II

ACTIVITIES:

- A. Create a time line of the major events and kingdoms. Use student-created symbols.
- B. As a values clarification lesson, list the possessions that you would place in your tomb if you were to receive a "pharaoh's burial."
- C. Small groups should present oral reports on each of the major events and kingdoms in Egyptian history.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to explain the reasons for the decline of Egyptian civilization.

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CONTENT OUTLINE:

3. The decline (1100 B.C.)
  - a) Weak pharaohs
  - b) Foreign invaders

ACTIVITIES:

- A. Role play interviews with pharaohs from a period corresponding to the decline of Egyptian civilization. Use questions which probe the reasons for the decline.
- B. Acting as a modern journalist, write a brief news account of Alexander the Great's invasion of Egypt.
- C. Research the issue concerning which civilization, Egypt or the Hebrews, was the first to establish a monotheistic religion. Then conduct a debate. Special attention should be paid to Amenhotep's rule in Egypt and how it contributed to Egypt's decline.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

\*OBJECTIVE: The student will be able to identify major contributions of the Egyptians.

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CONTENT OUTLINE:

4. Cultural achievements
  - a) Agriculture, industry, and commerce
  - b) Architecture and engineering--the Sphinx, Pyramids, and Columns
  - c) Social classes
  - d) Government--dynasties, pharaohs
  - e) Mathematics and medicine
  - f) Education
  - g) Religion and ethics

ACTIVITIES:

- A. Construct an obelisk that depicts some of the major contributions of the Egyptians.
- B. Draw a cartoon satirizing the autocratic powers of a pharaoh.
- C. Create your own system of hieroglyphics. Use your symbols to tell a brief story.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Egyptians civilization.

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CONTENT OUTLINE:

- 5. Egyptian Art
  - a) Palette of King Narmer
    - (1) 3,100 B.C.
    - (2) Slate
    - (3) Egyptian Museum, Cairo
  - b) The Step Pyramid of King Zoser, 3rd Dynasty
    - (1) 2650 B.C.
    - (2) Saqqara
  - c) The Pyramids of Mycerinus
    - (1) 2500 B.C., Chefren, 2530 B.C.
    - (2) Cheops 2570 B.C., Giza
  - d) The Great Sphinx
    - (1) 2500 B.C.
    - (2) Giza
  - e) Chefrer
    - (1) 2530 B.C.
    - (2) Diorite, Egyptian Museum, Cairo
  - f) Prince Rahotep and his wife Nofret
    - (1) 2610 B.C. painted limestone,
    - (2) Egyptian Museum, Cairo
  - g) Cover of the Coffin of Tutankhamen
    - (1) 1360 B.C.
    - (2) Gold, Egyptian Museum, Cairo
  - h) Funerary Temple of Hatshepsut, 18th Dynasty
    - (1) 1480 B.C.
    - (2) Deir-El-Bahari

ACTIVITIES:

- A. Create small drawings of various contemporary subjects, topics, issues, etc. in an Egyptian style.
- B. Create an imaginary interior of an Egyptian pharaoh's tomb. Compare the drawings to information from reference materials.
- C. Create a "security system" for a pharaoh's tomb. Compete with other students to create a "grave robber"-proof pyramid.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Egyptians' civilization.

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CONTENT OUTLINE:

ACTIVITIES:

- (1) Queen Nefertiti
  - (1) 1365 B.C.
  - (2) 18th Dynasty
  - (3) Limestone
  - (4) Egyptian
- 6. Egyptian Literature
  - a) Pepi's Papyrus
    - (1) "Instructions to a son"
    - (2) 3000-2501 B.C.
  - b) Egyptian literature centers on lamentations and skepticism about meaning of life
  - c) "Story of Sinuhe" oldest form of novel
  - d) "Battle Between Head and Belly"
    - (1) Egyptian Fable
    - (2) 800-701 B.C.
  - e) Rosetta Stone, 300 B.C.
  - f) Book of the Dead
  - g) Book of Healing Diseases

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVE: The student will be able to identify major geographic features and cultures of Africa.

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#### COURSE OUTLINE

- c. Other African civilizations
  - 1. Geography and its influence on Africa
    - a) Sahara Desert
    - b) Nile River
    - c) The Great Rift Valley

#### ACTIVITIES

- A. Construct a relief map using materials such as clay or sand to recreate some of the major geographic features of Africa. Locate and label the most important features.
- B. Identify major geographic features and cultures of Africa on an outline map. Color code the map.
- C. Conduct a case study of a major African culture. Focus especially on the relationship between geography and the culture which developed within that geographic region.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishment

CONCEPTS: Continuity, ideology, cultural creativity

\*OBJECTIVE: The student will be able to analyze the major contributions and achievements of ancient African civilization.

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### COURSE OUTLINE

2. Early African Cultures
  - a) Nok culture (1000 B.C.) West African culture
  - b) Kush
  - c) Alum culture
  - d) Zimbabwe culture
    - (1) Construction of the Acropolis
    - (2) Zimbabwe, 850 B.C.

### ACTIVITIES

- A. Design a bulletin board depicting the major, ancient African cultures. Highlight their cultural achievements.
- B. Construct a chart of the major African cultures. Identify their locations, characteristics, achievements, and contributions to contemporary African culture.
- C. Research and write a documentary on ancient African cultures. Supplement with photographs, taped music, artifacts, art work, clothing, etc.



GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Evolution/revolution, change

OBJECTIVE: The student will be able to describe major ancient cities of India and discuss the impact of the Aryan invasion on these cities.

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#### CONTENT OUTLINE

- D. Ancient India
  - 1. Twin cities
    - a) Mohenjo-Daro
    - b) Harrapa
  - 2. People
    - a) Dravidians: A dark-skinned, primitive people
    - b) Aryans
      - (1) Iron weapons
      - (2) Caste system

#### ACTIVITIES

- A. Locate the ancient cities of India on an outline map. Draw sketches of the cities showing the important areas or zones within the cities: grainaries, housing areas, civic centers, government offices, etc.
- B. On a globe, locate India and identify where the ancient cities of India were located.
- C. Compare the ancient cities of India with other cities of the ancient world with respect to location, land size, population, economic activity, trading activities, and reasons for the disappearance of the Indian cities.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

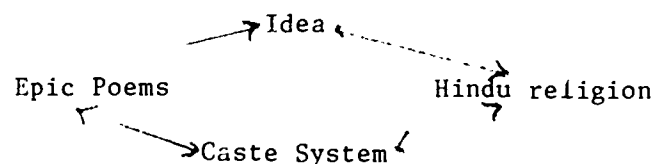
OBJECTIVE: The student will be able to identify the relationship between literature, the caste system, and Hinduism.

### CONTENT OUTLINE

3. Indian culture and religion
  - a) Epic poems
    - (1) Vedas
    - (2) Upanishads
    - (3) Mahabharata
    - (4) Ramayana
  - b) Indian Literature
    - (1) Vedas 700-601 B.C.
    - (2) Upanishads
    - (3) Mahabharata
    - (4) Ramayana
    - (5) Buddha's inspiration
      - ( ) 600-501 B.C.
      - (b) Turning of the Wheel of the Law
    - (6) Panchatantra, 300-201 B.C.
    - (7) Arthashastra
    - (8) Vardhamana Founds Jainism
    - (9) Kalidasa
      - (a) Sakuntala
      - (b) 200 A.D.
  - c) Hindu religion
    - (1) Three chief gods
      - (a) Brahma - the creator
      - (b) Siva (Shiva) - the destroyer
      - (c) Vishnu - the preserver
    - (2) All life is sacred.
    - (3) Reincarnation

### ACTIVITIES

- A. Create a diagram illustrating the relationship between epic Indian poems, the caste system, and the Hindu religion. The diagram might look like this:



- Alternate A: Make a brief outline showing how religion or philosophy affects your life. For example, dress, food, school, social life, work, and home life. Then show how your life would be different if you were a Hindu in India today.
- B. Create a chart of the caste system. The chart should emphasize the role of occupations in the system. List each caste, the occupations associated with the caste, and which caste students might fall into if they were living in India under the caste system.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify the relationship between literature, the caste system, and Hinduism.

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#### CONTENT OUTLINE

- d. Caste system-based occupations
  - (1) Brahmans (priests and scholars)
  - (2) Kshatriyas (rulers and soldiers)
  - (3) Vaisyas (landowners, merchants, artisans)
  - (4) Sudras (laborers, servants, wage earners)
  - (5) Pariahs (Untouchables: Those associated with "impure" occupation--For example, animal skinners, gravediggers, and hunters)

#### ACTIVITIES

- C. Simulate a caste system with the students divided into each of the four castes. Randomly assign students to a caste. Have the class role play a day in the life of an Indian teenager under the caste system. Be sure to include the reaction to an "untouchable" encountering a member of another caste.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Indian art.

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#### CONTENT OUTLINE

- e) Indian Art
  - (1) Capital from An
    - (a) 200 B.C. Lion
    - (b) Asokan column
  - (2) Shwe Dagon Pagoda
    - (a) 600-501 B.C.
    - (b) Burma
  - (3) Great Stupa, 100-51 B.C.
  - (4) Carvings on Amaravat
    - (a) 151- 30 A.D.
    - (b) Stupa
  - (5) Kasyapa, the Parricide Palace at Sigiraya
    - (a) 451-500 A.D.
    - (b) famous "cloud maidens" cave paintings
  - (6) Classic Buddha figures in Yoga postures
    - (a) 600 A.D.
    - (b) Bihar (Northern India)
  - (7) Revival of stone sculpture and architecture in India, 615 A.D.
  - (8) Rock temple of Rathas
    - (a) 635 A.D.
    - (b) Mamalhopuram
  - (9) Brihadisva-Rasvamin Temple
    - (a) 1018 A.D.
    - (b) Tangore, India
  - (10) Jain temples
    - (a) 1050 A.D.
    - (b) Mount Abu, India

#### ACTIVITIES

- A. Create a bulletin board display of Indian art. Research various sources such as art books, journals, and magazines for information. If possible, invite an Indian or a resource person familiar with Indian art to the class to explain Indian art and to discuss its relationship to Indian culture, especially religion.
- B. Write to the Indian government requesting information about architectural sites that are of interest to tourists. Display the information on a collage or a bulletin board. (Note: The address for the India Embassy is listed in the back of this guide.)
- C. Conduct a class project on Indian art. Collect information about the origins, style, and forms used in the art. Complete short reports on the relationship between Indian art and culture.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Evolution/revolution, historiography

OBJECTIVE: The student will be able to recognize the contributions of the early Indian rulers.

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#### CONTENT OUTLINE

- f. Early dynasties
  - 1. Mauryas (300 B.C.)
  - 2. Guptas (320 A.D. - 525 A.D.)
    - a) Mathematics
    - b) Woven cotton
    - c) Rust proof iron
    - d) Trade with the Middle East
    - e) Classical high point

#### ACTIVITIES

- A. Create a collage depicting those items and ideas from the Mauryas and Guptas dynasties that are still in use today.
- B. Develop a list of the early dynasties with a list of their contributions.
- C. Compare the achievements during the Mauryas and Guptas dynasties with the achievements of the civilizations of the Middle East.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: Compare the living conditions, beliefs, and contributions of the Cahokian, Pueblo, and Inuit Indians.

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CONTENT OUTLINE:

- E. North American (U.S.)
  - 1. Cahokians (East St. Louis, Illinois)
  - 2. Pueblo Indians (Southwest, United States)
  - 3. Eskimos (Inuit)--Alaska
    - a) Living styles
    - b) Contributions

ACTIVITIES

- A. Construct a chart comparing the Cahokian and Pueblo Indians in their living conditions, beliefs, and contributions.
- B. Design an illustrated time line comparing the development of ancient American cultures with the development of cultures in Europe.
- C. Construct a model Indian village featuring especially unusual aspects of each culture. For example, conduct research on the burial mounds of the Cahokian Indians, the cliff dwellings of the Pueblo Indians, or seasonal housing of the Inuits.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology

OBJECTIVES: The student will be able to describe the characteristics of one of the three cultural centers of the classic Mayan period.

---

CONTENT OUTLINE:

- F. Central and South American (pre-Columbian) civilizations
  - 1. Olmecs (to 200 B.C.)
    - a) Geographic settlement
    - b) Religion
    - c) Olmec influence: Base culture of Mesoamerica
  - 2. Mayas (2300 B.C. to 1200 A.D.)
    - a) Classic period (to 900 A.D.): Highland civilization
      - (1) Geographic settlement/cultural centers
        - (a) Copan
        - (b) Palenque
        - (c) Tikal
      - (2) Religion
        - (a) Temples
        - (b) Role of the priests
        - (c) Religious ceremonies

ACTIVITIES:

- A. Role play someone who has been able to return to the classic Mayan period. Describe to the class the kinds of things you saw on your journey.
- B. Draw pictures of an ancient Mayan city from oral descriptions.
- C. Construct a scaled model of the principal buildings of Tika, Palenque, or Copan.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

\*OBJECTIVES: The student will be able to describe the achievements of the classical Mayan period.

---

CONTENT OUTLINE:

- b) Government
- c) Economy
- d) Achievements
  - (1) Architecture: pyramids
  - (2) Calendar
  - (3) Astronomy
  - (4) Mathematics
  - (5) Written language

ACTIVITIES:

- A. Create a collage featuring the major achievements of the classical Mayan period.
- B. Create a hieroglyphic system which can be used to write students' names
- ABC. Create a sign translating the numbers one to twenty into Mayan numbers. Calculate simple problems using the Mayan system.



GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVES: The student will be able to identify historical theories on the decline of the ancient Mayan civilization.

---

CONTENT OUTLINE:

- e) Abandonment of the cities/migration mystery theories
  - (1) Disease
  - (2) Conquest
  - (3) Civil War
  - (4) Famine
  - (5) Soil exhaustion
  - (6) Decline of priestly power

ACTIVITIES:

- A. Complete a short report on one or more of the theories on the decline of the ancient Mayan civilization.
- B. Develop a collage featuring the theories on the decline of the ancient Mayan civilization.
- C. Write research reports on each of the historical theories about the decline of the Mayan civilization. Give oral reports defending the theory that seems most defensible.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVES: The student will be able to identify examples of early Latin American art.

---

CONTENT OUTLINE:

3. Early Latin American Art
  - a) Mexican Sun Pyramid
    - (1) Teotihuacan
    - (2) 1500-1001
  - b) Mexican Sun Temple Atetello
    - (1) Teotihuacan
    - (2) 300 B.C.
  - c) Oldest Mayan monuments, 151-200 A.D.
  - d) Pottery and textiles of Chimu Indians
    - (1) Peru
    - (2) 451-500 A.D.
  - e) Mural paintings, Bonampak, 750 A.D.
  - f) Great Palace at Mitla
    - (1) Mixtec culture
    - (2) 800-1100 A.D.
  - g) Ball court at Copan
    - (1) Oltec culture
    - (2) 1000-1300 A.D.
  - h) Climax of Mayan civilization
    - (1) Yucatan Peninsula
    - (2) 1000 A.D.
  - i) Codex Nuttall
    - (1) Mixtec culture
    - (2) 1070 A.D.
  - j) Pueblo ruins
    - (1) Mesa Verda
    - (2) 1073 A.D.

ACTIVITIES:

- ABC. Conduct a class study of early Latin American art. Write to Latin American governments for information about early culture in their respective countries. Create bulletin board displays or collages with the material received. Construct scale models or drawings of these major tourist sites. Write simulated journal entries or newspaper accounts of everyday events at these sites. For example, write a sports story about the "game" at the Ball Court at Copan.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Ideology, civilization

\*OBJECTIVE: The student will be able to describe the major events and achievements associated with the early Chinese dynasties.

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### CONTENT OUTLINE

- G. China: Early period
  - 1. Geographic isolation
  - 2. Dynasties
    - a) Hsia (2000 - 1750 B.C.)
    - b) Shang (1750 - 1122 B.C.)
      - (1) Written language
      - (2) Wheels and chariots
      - (3) Harnessed horses
      - (4) Bronze urns
      - (5) Short bows used in chariots
      - (6) Possible trade with Middle East
    - c) Chou dynasty (1122 - 256 B.C.)
      - (1) Seven-day week
      - (2) Feudal system developed
      - (3) Confucius and La Tzu (Tse)
    - d) Ch'in dynasty (256 - 207 B.C.)
      - (1) Great Wall completed
      - (2) Unification of China
    - e) Han dynasty (205 - 220 A.D.)
      - (1) Confucianism the official doctrine in religion and education
      - (2) Conservative and stable civilization
      - (3) Buddhism comes to China
      - (4) China expands its territory
      - (5) Trade with Greece, Rome, and India

### ACTIVITIES

- A. Do group reports on each of the five dynastic periods. Each group will present an oral report on its dynastic period.
- B. Create an annotated time line depicting the five early major dynasties.
- C. Compare the Chinese feudal system to the European feudal system on such points as social roles, political participation, leadership, etc.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, Ideology

OBJECTIVE: The student will be able to describe the major events and achievements associated with the early Chinese dynasties.

---

CONTENT OUTLINE

- 3. Civil wars (220 - 600 A.D.)
  - a) Barbarian invasions
  - b) Dark Ages
  - c) End of first great empire

ACTIVITIES

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of early Chinese art and literature.

---

#### CONTENT OUTLINE

4. Early Chinese Literature
  - a) First of seven periods of Chinese literature, 2000-1501 B.C.
  - b) First Chinese dictionary
    - (1) 40,000 characters
    - (2) 1500-1001 B.C.
  - c) Oldest Chinese poems
    - (1) "Book of Songs"
    - (2) 800-701 B.C.
  - d) Second period of Chinese literature, 700-601 B.C.
  - e) Confucius' Philosophy
    - (1) Analects
    - (2) 600-501 B.C.
  - f) Lao-tzu-Taoism
  - g) Shih Ching - Book of Odes
  - h) Hu Shin dictionary, 149 B.C.
5. Early Chinese Art
  - a) Multicolored ceramic, 4000-3501 B.C.
  - b) Black pottery, 2500-2001 B.C.
  - c) Bronze sculptures, 1500-1001 B.C.
  - d) Brush and ink paintings, 1000-901 B.C.
  - e) Cave temples at Yun-Kang, 451-500 B.C.
6. "Two Buddhas in Conversation," 519 B.C.
7. Pagoda from Sung Yuen temple of Honan, 522 B.C.
8. Chinese roll paintings in Tun-huang (landscapes), 535 B.C.

#### ACTIVITIES

- A. Write short research reports on Confucius and the philosophy he espoused.
- B. Create a set of symbols similar in style to Chinese characters. With that set of characters write a simple message. Swap these messages with other students to see if they can be understood.
- C. Create posters in Chinese style depicting simple, ordinary scenes.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Ideology, civilization

OBJECTIVE: The student will be able to identify examples of Chinese art and literature.

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CONTENT OUTLINE

ACTIVITIES

9. Production of porcelain in China, 620 B.C.
10. Ch'ang-an Pagoda in China, 625 B.C.
11. Yen Li-pen
  - a) Greatest artist of the T'ang period
  - b) 645 B.C.
12. Tomb of the Emperor T'ai Tsung, 650 B.C.
13. Lamp-black ink for wood blocks, 650 B.C.
14. Li Ssu-Hsun, Chinese painter, 651 B.C.
15. Li-Chao-tao
  - a) Landscape painter
  - b) 670 B.C.
16. Chang Hsuan
  - a) Court painter of Emperor Ming Huang
  - b) 713 B.C.
17. Han Kan
  - a) Chinese painter of horses
  - b) 751 B.C.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

\*OBJECTIVE: The student will be able to trace the early development of Japan.

---

#### CONTENT OUTLINE

- H. Japan: Early history
  - 1. Mythological creation by sun goddess
  - 2. Emperor divine
  - 3. First emperor: Jimmu (660 B.C.)
  - 4. Social organization: clans and tribes
  - 5. Yamato clan from Korea: first ruling class
  - 6. Buddhism introduced from Korea
  - 7. Japanese art
    - a) Building of the Horyuji temple
      - (1) Nara, Japan
      - (2) 585
    - b) Building of the Temple of four Heavenly Kings
      - (1) Asuka, Japan
      - (2) 593
    - c) Chinese and Korean artists and craftsmen settle in Japan, 600
    - d) Hospital in Japan by Emperor Yomei
      - (1) Oldest surviving wooden building in the world
      - (2) 607
    - e) Early Nara period of Japanese art, 646
    - f) Pagoda of Yakushi Temple, 681
    - g) Wooden "bigaku" masks, 751
    - h) "Sitting Buddha"
      - (1) Japanese wooden sculpture
      - (2) 800

#### ACTIVITIES

- A. Contact Japanese government agencies to secure materials about the early history of Japan.
- B. Write a Haiku (Japanese poetry of five/seven/five syllables).
- C. Illustrate the Haiku written by the B's in typical Japanese art form.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to trace the early development of Japan.

---

CONTENT OUTLINE

ACTIVITIES

- i) Kose No Kansoka
  - (1) Japanese painter at the court of Heian
  - (2) 890
- j) Takayoski founds Tosa School of Painting, 1025
- ) Japanese sculpture Jocko sets up his school, 1050



GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVE: The student will be able to locate major geographic features associated with Greek civilization.

---

CONTENT OUTLINE:

1. Greek Civilization
  1. Geographic setting
    - a) Balkan Peninsula
    - b) Straits
      - (1) Bosphorus
      - (2) Dardanelles
    - c) Three seas
      - (1) Ionian
      - (2) Aegean
      - (3) Mediterranean

ACTIVITIES:

- A. On an outline map of ancient Greece locate the following:
  1. Balkan Peninsula
  2. Bosphorus
  3. Dardanelles
  4. Ionian Sea
  5. Aegean Sea
  6. Knossus
  7. Mediterranean Sea
  8. Crete
  9. Peloponnesus
  10. Attica
  11. Athens
  12. Sparta
- B. On an outline map locate the following:
  1. Ancient Greece
  2. Bosphorus
  3. Dardanelles
  4. Ionian Sea
  5. Aegean Sea
  6. Mediterranean Sea
  7. Crete
- C. On an outline map locate all the items in Activities A and B.

- GENERALIZATION: Basic values and beliefs for every society have been reflected in their creative accomplishments.
- CONCEPTS: Continuity, ideology, cultural creativity
- OBJECTIVE: The student will be able to explain how foundations of classical Greece were influenced by Minoan civilization.
- 

CONTENT OUTLINE:

2. Minoan civilization
  - a) Island of Crete
  - b) King Minos
  - c) Contributions
    - (1) Weavers
    - (2) Pottery and jewelry
    - (3) Written language
    - (4) Bronze weapons
    - (5) Architecture
    - (6) Art
    - (7) Trade
  - d) Foundations of classical Greece
  - e) Examples of Aegean art
    - (1) Palace of Menos
      - (a) Knossos, Crete
      - (b) 1500 B.C.
    - (2) Idol
      - (a) Marble
      - (b) Amorgos
      - (c) 1100 B.C.
    - (3) The Snake Goddess, Terracotta
      - (a) Crete
      - (b) 1600 B.C.
    - (4) Treasury of Ateus
      - (a) Mycenae
      - (b) 1200 B.C.
    - (5) The Vaphio Cups, Gold
      - (a) Athens
      - (b) 1500 B.C.

ACTIVITIES:

- A. Construct a chart comparing the contributions of the Minoans with those of the Greeks.
- B. Design a collage depicting Minoan civilization.
- C. Construct a time line of the major events of the Minoan and Mycenaean civilizations.

GENERALIZATION: Changes in human society have been gradual through evolution of have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to trace the origins of the Achaeans, Dorians, and Ionians.

---

CONTENT OUTLINE:

3. Mycenaean civilization
  - a) Indo-European invasion
    - (1) Achaeans
    - (2) Dorians
    - (3) Ionians
  - b) Achaeans' domination
    - (1) Mycenae
    - (2) Troy

ACTIVITIES:

- A. Trace, on a map, the paths of migration of the Indo-European tribes into the Greek peninsula.
- B. On an outline map, trace the path of migration of the Dorians, Achaeans, and Ionians.
- C. Write a report on the early Greek tribes. Include a map showing the paths of migration.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to explain how the Dorian invasion ushered in the Dark Ages of Greece.

---

CONTENT OUTLINE:

4. Dark Age of Greece
  - a) Dorian invasion
  - b) Effect

ACTIVITIES:

- A. Produce a short paper on the "Dark Age of Greece." Concentrate on the Dorians and their lifestyles.
- B. Write a report on the Dorian invasion.
- C. Write an essay on the results of the Dorian invasions and the "Dark Age of Greece."

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the early Greek civilization.

---

CONTENT OUTLINE:

- 5. Archaic Art
  - a) Dipylon Vase
    - (1) Greece
    - (2) 700 B.C.
  - b) Herakles Strangling the Nemean Lion
    - (1) Amphora, Museo Civico, Brescia
    - (2) Black Figure
    - (3) 525 B.C.
  - c) Kroisos from Anavysos
    - (1) Athens
    - (2) Marble sculpture
    - (3) 525 B.C.
  - d) Dying Warrior, from the East Pediment of the Temple of Gegina
    - (1) Greece
    - (2) Marble sculpture
    - (3) 490 B.C.
  - e) The Temple of Poseidon,
    - (1) Paestum, Italy
    - (2) 460 B.C.
  - f) The Parthenon
    - (1) Acropolis Athens
    - (2) 448-432 B.C.

ACTIVITIES:

- ABC. Conduct an Archaic art show. Create models of temples and clay vases in the Archaic style. Use simple pictures and sketches for a collage or bulletin board display.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

\*OBJECTIVES: The student will be able to describe the influence of Homer's writings on early Greek identity.

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CONTENT OUTLINE:

- g) Homer
  - (1) Iliad
  - (2) Odyssey

ACTIVITIES:

- A. Compare portions of the Iliad and the Odyssey.
- B. Read excerpts from the Iliad and the Odyssey and discuss them in class.
- C. Have students read portions of the Iliad or the Odyssey. Prepare written reports comparing either with the epic poems of India.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze the reasons for and results of early Greek colonization.

---

CONTENT OUTLINE:

6. Greek colonization
  - a) Reasons
  - b) Colonies
  - c) Results

ACTIVITIES:

- A. Create a map following the travels of Odyessus.
- B. Chart areas of Greek colonization.
- C. Compare Greek colonization of the Aegean with English colonization of India and China or Spanish colonization of Latin America.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

\*OBJECTIVE: The student will be able to describe a Greek city-state.

---

CONTENT OUTLINE:

7. Greek city-state
  - a) Parts of the city-state
  - b) Failure to unite
  - c) Forms of government
8. Common ties
  - a) Ancestry
  - b) Language
  - c) Religion
  - d) Oracles
  - e) Olympic games

ACTIVITIES:

- A. Draw a sketch of the three parts of a Greek city-state which reflect common ties: Olympic stadium, oracles, and so forth.
- B. Draw layouts of a typical Greek city-state showing the three basic parts. Include features which reflect common ties among Greeks.
- C. Make a replica of a Greek city-state (model) which includes references to common ties among Greeks. For example, an oracle, Olympic stadium, religious temples, and so forth. Use the Greek alphabet to identify various parts of the model.



GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to contrast the Greek city-states of Athens and Sparta.

---

CONTENT OUTLINE:

9. Development of Athens
  - a) Early government
  - b) Reformers
    - (1) Draco
    - (2) Solon
    - (3) Cleisthenes
    - (4) Pisistratus
  - c) Education
  - d) System of government
10. Development of Sparta
  - a) Government
  - b) Education

ACTIVITIES:

- A. Role play a typical Athenian day.
- B. Role play a meeting between an Athenian and a Spartan.
- C. Reenact a meeting of both the Athenian assembly and a meeting of the Spartan government. Analyze and contrast each meeting.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Continuity, multiple causation, cause and effect, change, evaluation/revolution

OBJECTIVE: The student will be able to describe the Persian Wars.

---

CONTENT OUTLINE:

- 11. Foreign threat
  - a) The Persian Wars
    - (1) Battle of Marathon
    - (2) Thermopylae
    - (3) Salamis
  - b) Delian League

ACTIVITIES:

- A. Complete a short report on the origins of the marathon.
- B. Role play the last stand of the Spartans at Thermopylae.
- C. Complete a case study of the Battle of Marathon. Examine the geographic location, leadership, cause, and consequences of the battle.

GENERALIZATION: Basic values and beliefs in every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

\*OBJECTIVE: The student will be able to describe the art, literature, architecture, religion, and philosophy of classical Greece.

---

CONTENT OUTLINE:

12. "Golden Age" of Athens
  - a) Pericles
  - b) Culture
    - (1) Art
    - (2) Architecture
    - (3) Literature
    - (4) Philosophy
    - (5) Religion
13. Classical and Hellenistic Art
  - a) The Standing Youth, marble
    - (1) Athens
    - (2) 480 B.C.
  - b) Doryphorus (The Spear Bearer), marble
    - (1) Naples
    - (2) 450 B.C.
  - c) The Charioteer, bronze
    - (1) Delphi
    - (2) 470 B.C.
  - d) Poseidon, bronze
    - (1) Athens
    - (2) 460 B.C.
  - e) Discobolus (Discus Thrower), marble
    - (1) Rome
    - (2) 450 B.C.
  - f) Aphrodite of the Onidians, Roman marble copy
    - (1) Rome
    - (2) 330 B.C.

ACTIVITIES:

- A. Construct a scrapbook of Greek cultural contributions to contemporary society. For example, a Greek temple (architecture).
- B. Prepare a bulletin board of Greek accomplishments in art, philosophy, and literature.
- C. Prepare a booklet depicting the life and accomplishments of famous Greeks.

GENERALIZATION: Basic values and beliefs in every society have been reflected in their creative accomplishments.

CONCEPTs: Continuity, ideology, cultural creativity

\*OBJECTIVE: The student will be able to describe the art, literature, architecture, religion, and philosophy of classical Greece.

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CONTENT OUTLINE:

ACTIVITIES:

- g) Praxiteles (Hermes), marble
  - (1) Olympia
  - (2) 330 B.C.
- h) The Apollo Belvedere, Roman copy
  - (1) Rome
  - (2) 220 B.C.
- i) Aproxymenos (Scraper), Roman marble copy
  - (1) Rome
  - (2) 330 B.C.
- j) The Barberini Faun, Roman copy
  - (1) Rome
  - (2) 220 B.C.
- k) Dying Gaul, Roman copy, marble
  - (1) Rome
  - (2) 230 B.C.
- l) The West Front of the Temple of Zeus at Pergamum
  - (1) Pergamum
  - (2) 180 B.C.
- m) Nike of Samothrace, Marble
  - (1) Samothrace
  - (2) 200 B.C.
- n) The Laocoon Group, marble
  - (1) Rome
  - (2) 190 B.C.
- 14. Classical and Hellenistic Literature
  - a) Homer, Iliad and Odyssey
  - b) Aesop Fables

GENERALIZATION: Basic values and beliefs in every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

\*OBJECTIVE: The student will be able to describe the art, literature, architecture, religion, and philosophy of classical Greece.

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CONTENT OUTLINE:

- c) Aeschylus, Oresteian Trilogy, 458 B.C.
- d) Sophocles, Theban Trilogy, 429 B.C.
- e) Aristophanes, Frogs, 405 B.C.
- f) Plato
  - (1) The Republic, 387 B.C.
  - (2) Phaedon, 399 B.C.
  - (3) Symposium, 387 B.C.
  - (4) Apologia, 396 B.C.
- g) Aristotle, Politics, 399-347 B.C.

ACTIVITIES:

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

\*OBJECTIVE: The student will be able to describe the role and achievements of Alexander the Great in advancing Greek civilization.

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CONTENT OUTLINE:

- 15. Peloponnesian Wars
- 16. Macedonian conquest
  - a) Causes
  - b) Philip
  - c) Alexander the Great
    - (1) Rise to power
    - (2) Expansion of empire
    - (3) Accomplishments
- 17. Hellenistic Period

ACTIVITIES:

- A. Design a mosaic showing the accomplishments of Alexander the Great.
- B. Write a brief report on Alexander the Great.
- C. Complete comparative case studies of Alexander the Great and Julius Caesar.

GENERALIZATION: Human progress has most often occurred under conditions of inter-societal communication.

CONCEPTS: Multiple causation, cause and effect, change

OBJECTIVE: The student will be able to summarize the effects of Greek invasions on the Fertile Crescent.

-----

CONTENT OUTLINE:

17. Hellenistic Period
  - a) Construction of new cities
  - b) Conflict between traditional values and the Hellenistic culture
  - c) Results of Alexander's death
  - d) Spread of Hellenism

ACTIVITIES:

- A. Write a newspaper editorial on the change in character of Fertile Crescent civilization since the "Greeks arrived."
- B. On an outline map of the Middle East, label the cities built by Alexander the Great.
- C. Invite a Jewish rabbi or religious scholar to speak on the military battles that are celebrated by the holiday Hanukah. Then conduct a class forum that compares the influences of Hellenism on the ancient Hebrews with the current assimilation of Jews into American society.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

\*OBJECTIVE: The student will be able to identify Roman contributions to law, government, and engineering.

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CONCEPT OUTLINE:

- J. Roman civilization
  - 1. Geography of Italy
  - 2. Early settlers of Italy
    - a) Etruscans
    - b) Latins
    - c) Italics
    - d) Greeks
  - 3. Conquests of the Etruscan League
    - a) Government
    - b) Cultural achievements
  - 4. Founding of the Roman Republic
    - a) Roman revolution
    - b) Governmental organization
      - (1) Patricians
      - (2) Plebeians
      - (3) Magistrates
      - (4) Senate
  - 5. The Republic becomes the Empire
    - a) Unification of Italy
    - b) Punic Wars
    - c) Conquest of Western and Eastern Europe
    - d) Government of the provinces
  - 6. Decline of the Republic
    - a) Military dictators
    - b) Economic exploitation
    - c) Julius Caesar
      - (1) Military conquests
      - (2) Caesar as dictator
      - (3) Civil War
      - (4) Second Triumvirate

ACTIVITIES:

- A. Role play a Roman noble writing his own version of the Twelve Tables.
- B. Make a list of characteristics to be found in the Republican form of government.
- C. Compare the Roman Empire with the city states of Greece. Consider contributions made by both in the areas of law, government, and engineering.



GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

\*OBJECTIVE: The student will be able to identify Roman contributions to law, government, and engineering.

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CONCEPT OUTLINE:

- d) Augustus
- 7. The Empire
  - a) Government
  - b) Extent of Empire
  - c) Cultural development
    - (1) Roman adapt Greek culture
    - (2) Latin and Greek taught
    - (3) Religious diversity

ACTIVITIES:

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to discuss the role of the Caesars and the barbarian invasions on the decline and fall of the Roman Empire.

---

CONTENT OUTLINE:

7. Gradual decline of the Roman Empire
  - a) Invasion of barbarians
  - b) Split into Eastern and Western empires
  - c) Continuing attacks by barbarians
  - d) Economic and political weaknesses
    - (1) Rebellion in provinces
    - (2) Inflation
    - (3) Unstable government and poor leadership

ACTIVITIES:

- A. Make a bar graph showing the length of time each of the first 10 emperors reigned. Discuss the patterns that emerged in the graphs.
- B. On a map locate and shade in the areas of origin of the major barbarian tribes.
- C. Compare the Roman Caesars with the executive branch of the American government. Examine the evidences of decay in the Roman government.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Roman art and architecture.

---

CONCEPT OUTLINE:

8. Roman Art and Architecture
  - a) The Temple of Fortuna Virilis
    - (1) Rome
    - (2) 200 B.C.
  - b) Temple of the Sibyl
    - (1) Trivoli
    - (2) 100 B.C.
  - c) Sanctuary of Fortuna
    - (1) Palestrina
    - (2) 100 B.C.
  - d) Pont Du Gard
    - (1) Italy
    - (2) 100 A.D.
  - e) The Colosseum
    - (1) Rome
    - (2) 72-80 A.D.
  - f) The Pantheon
    - (1) Rome
    - (2) 118-125 A.D.
  - g) The Basilica of Constantine
    - (1) Rome
    - (2) 310-320 A.D.
  - h) House of the Silver Wedding
    - (1) Pompeii
    - (2) 100 A.D.
  - i) Aulus Metellus, bronze
    - (1) Roman
    - (2) 100 A.D.

ACTIVITIES:

ABC. Present brief oral reports on the characteristics of Roman art and architecture. Supplement the presentations with a slide presentation showing examples of Roman art and architecture. Examine the themes, subjects, and topics used by the architects and artists.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Roman art and architecture.

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CONCEPT OUTLINE:

ACTIVITIES:

- j) Portrait of a Roman
  - (1) Rome
  - (2) 80 B.C.
- k) Augustus of Prima porta
  - (1) Rome
  - (2) 20 B.C.
- l) Equestrian Statue of Marcus Aurelius
  - (1) Rome
  - (2) 161-180 B.C.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify Roman art and literature.

---

CONCEPT OUTLINE:

9. Roman Literature
  - a) Terence, Comedies
  - b) Plautus, 200-160 B.C.
  - c) Lucretius, On the Nature of Things, 65-43 B.C.
  - d) Horace, Odes  
Ars Poetica, 27-14 B.C.
  - e) Virgil, Aeneid, 27-14 B.C.
  - f) Ovid, Metamorphoses, 27-14 B.C.
  - g) Tacitus, History, 100-150 A.D.
  - h) Juvenal, Satires, 100-150 A.D.
  - i) Plautus, Miles Gloriosus, 205 B.C.
  - j) Quintus Fabius Pictor, Roman History, 198 B.C.
  - k) Lucretius De Rerum Natura, 60 B.C.
  - l) Cicero De Latore, 55 B.C.  
De Republica, 54 B.C.

ACTIVITIES:

- A. Write short research reports on Roman writer, architects, and arts especially those listed in the content outline.
- B. Listen to and comment on readings from some of the works by Roman writers.
- C. Select and bring to class selected works of Roman writers. Read orally to the class excerpts of these works and discuss them.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

\*OBJECTIVE: The student will be able to outline the development of Christianity.

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CONTENT OUTLINE:

- F. The development of Christianity
  - 1. Jewish origins
    - a) Hebrew resistance to the Romans
    - b) Exile: the Diaspora
    - c) Massada
    - d) Survival of Judaism
  - 2. Jesus
  - 3. Disciples
  - 4. Spread of Christianity
    - a) Paul
    - b) Peter
  - 5. Christianity in the Roman government:
  - 6. Roman and Christian Literature
    - a) Edith Hamilton, Mythology
    - b) William Shakespeare
      - (1) Antony and Cleopatra
      - (2) Julius Caesar
    - c) Augustine of Hippo
      - (1) The City of God
      - (2) Confessions
      - (3) 413-426 A.D.
    - d) St. Paul
      - (1) Letters to the Corinthians
      - (2) 58 A.D.
    - e) Edict of Milan, 313 A.D.
    - f) Codex Theodosianus
      - (1) Summary of Roman Law
      - (2) 439 A.D.

ACTIVITIES:

- A. View a movie on the topic of early Christianity. Then role play the part of movie reviewer who critiques the movie's historical accuracy. Use movies such as "The Robe," "Quo Vadis," or the television presentation of "Peter and Paul."
- B. Draw a cartoon that takes an editorial viewpoint on the Roman perception of the Christians.
- C. Invite two or three members of the clergy or religious scholars to participate in a panel discussion on the historical role of Jesus in western history. Compare the historical role of Jesus to that of Buddha, Mohammed, and so forth.

155

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to evaluate the influence of Christianity on Roman civilization.

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CONTENT OUTLINE:

- g) The Gelasian Missal
  - (1) Book of prayers and chants
  - (2) 496 A.D.
- h) Codex Bezae
  - (1) New Testament in Greek and Latin
  - (2) 500 A.D.
- i) The establishment of the Church of Rome
- j) Edict of Milan
  - (1) Council of Nicaea
  - (2) 313 A.D.
- k) Christianity becomes official religion

ACTIVITIES:

- A. Write a newspaper article containing interviews with a Christian leader and a pagan priest.
- B. Make a chart listing ideas contained in Christianity which were new to the Romans.
- C. Role play the part of a Roman senator speaking to the Senate concerning the growing influence of the Christian religion.

### UNIT III

#### The Middle Ages

This unit is basically concerned with Western Europe after the fall of the Roman Empire, the emergence of the Muslim-Arab culture, and events in India, Russia and China, which encompassed the period 500 A.D. to 1500 A.D. Special attention should be given to the role of religion in various cultures, the development of feudalism in Western Europe and the wars and invasions which permanently affected both eastern and western societies. As a result of this tumultuous period, religions became institutionalized, societies became more structured, national boundaries became more formalized, and a renewed interest in culture emerged.

This unit focuses on Byzantine, Islamic, Gothic, and Oriental art. It offers an opportunity to compare monumental Byzantine architecture with the light, airy, Moorish style; the upward flamboyance of the Gothic; or the tranquil simplicity of the Oriental style. In Western Europe, Gothic art reversed the earlier Classical styles. Art of the time was powerfully influenced by religion. In the West, the Gothic style distorted human proportions into squat, large-headed figures while in the East the Byzantines used elongated, mystical figures.

Music before 1000 A.D. consisted of the free melodic line. Byzantine music was influenced by the richness of the Persian-Indian style while Western music was more austere. Music styles diverged sharply with the introduction of counterpoint in the West.

Religion also influenced literature in this period. The vernacular replaced Latin as the dominant language form, mythological beasts were replaced with more human adversaries, and the literature as a whole acquired a new degree of sophistication, power, and humanity.



GENERALIZATION: No historical events have resulted from a single cause.

CONCEPT: Multiple causation, cause and effect

OBJECTIVE: The student will be able to explain why the Eastern Roman Empire outlived the Western Roman Empire.

---

CONTENT OUTLINE:

- III. Middle Ages (500 A.D. - 1500 A.D.)
  - A. Eastern Empire
    - 1. The Byzantine Empire
    - 2. Justinian
    - 3. Decline of the empire

ACTIVITIES:

- A. Role play a meeting of Visigoths who are trying to decide the direction they should use to attack the Roman Empire.
- B. Construct a time line that traces the accomplishments and military victories of Justinian. Illustrate the chart with hand-drawn pictures and maps.
- C. Compare a set of hypotheses to explain the longevity of the Byzantine Empire. After conducting the appropriate research, analyze the merits of each of these hypotheses.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPT: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Byzantine art.

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CONTENT OUTLINE:

- B. Byzantine art
  - 1. S. Vitale
    - a) Ravenna
    - b) 526-547 A.D.
  - 2. Justinian and Attendants, Mosaic
    - a) Ravenna
    - b) c. 547 A.D.
  - 3. Hagia Sophia
    - a) Istanbul
    - b) 532-537 A.D.
  - 4. St. Mark's
    - a) Venice
    - b) 1063 A.D.
  - 5. Madonna Enthroned
    - a) Washington, D.C.
    - b) c. 1300 A.D.

ACTIVITIES:

- ABC. Present brief oral reports on the characteristics of Byzantine art. Supplement the presentations with a slide presentation showing examples of Byzantine art. Examine the themes, subjects, and topics used by the artist.

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GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPT: Historiography, time perspective and chronology

OBJECTIVE: The student will be able to compare and contrast the Eastern Orthodox with the Roman Catholic Church.

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CONTENT OUTLINE:

- C. The Eastern Orthodox Church
  - 1. Split from the Roman Catholic Church - 1054
  - 2. Disputes over dogma

ACTIVITIES:

- A. Invite a resource speaker to describe the nature of the two churches. A Catholic or Orthodox priest knowledgeable about these two churches could be used.
- B. Construct and decorate a chart that shows the differences in worship, holiday celebrations, and so forth between the Roman Catholic and Eastern Orthodox Churches.
- C. Take a field trip to a local Greek Church or do library research on the Greek Orthodox Church. Make plans to inquire into the church's holiday rituals, traditions, etc. Also, make it a point to note any unique characteristics in music and architecture.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

\*OBJECTIVE: The student will be able to outline the development of the Islamic religion.

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#### CONTENT OUTLINE

- D. The Arab Muslim Empire (635 A.D.)
  - 1. Rise of the Islamic religion
  - 2. Muslim conquests
    - a) Persia
    - b) Syria
    - c) Palestine
    - d) Egypt
    - e) Most of North Africa

#### ACTIVITIES

- A. Decorate a time line depicting scenes and symbols of the Islamic religion.
- B. On an outline map of the Mediterranean area, color the conquests of the Muslims.
- C. Write a research paper that compares and contrasts the Koran with the Old and New Testaments.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, time perspective and chronology, historiography

OBJECTIVE: The student will be able to compare the Muslim culture with that of Western Europe during this period.

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#### CONTENT OUTLINE

- 3. Contributions made in scientific, philosophical, political, and religious thought.
- E. Decline of the Arab Muslim Empire
  - 1. Lack of effective central administration
  - 2. Split between Persians and Turks
  - 3. Mongolian invasion of Persia and Mesopotamia

#### ACTIVITIES

- A. Present small group reports on aspects of Muslim culture during this period in history. Examine especially those elements that affect us today.
- B. Construct a bulletin board that compares the cultures of medieval Europe with those of the Arab world. Pictures, drawings, and examples of calligraphy could all be included.
- C. Invite a resource speaker to discuss the religious and cultural aspects of the Islamic faith.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Islamic architecture.

---

#### CONTENT OUTLINE

- F. Islamic art
  - 1. Landscape Mosaic, The Great Mosque
    - a) Damascus
    - b) 715 A.D.
  - 2. Mosque of Mutawakkil
    - a) Samara
    - b) 848 A.D.
  - 3. Mosque of Cordova
    - a) Cordova
    - b) 987 A.D.
  - 4. Court of the Lions
    - a) Granada
    - b) 1354 A.D.
  - 5. Court of Madrasah of Sultan
    - a) Hasan, Cairo
    - b) 1356 A.D.

#### ACTIVITIES

A&C. Present brief oral and written reports on the characteristics of the Islamic architecture. Supplement the presentations with a slide presentation showing examples of Islamic art. Examine the themes, subjects, and topics used by the architect.

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GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Islamic architecture.

---

CONTENT OUTLINE

ACTIVITIES

6. Taj Mahal
  - a) Agra, India
  - b) 1630 A.D.
7. Mosque of Ahmad I
  - a) Istanbul
  - b) 1609 A.D.
8. Two Warriors Fighting in a Landscape,  
Persian manuscript
  - a) London
  - b) 1396 A.D.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze the effects of the Muslim invasion on India.

---

#### CONTENT OUTLINE

- G. The Mongol Conquests (India)
  - 1. Turks: eleventh century
    - a) Establish capital at Delhi
    - b) Mongol road (Genghis Khan)
    - c) Invasion by Tamerlane
    - d) India divided
  - 2. Mogul empire founded by Babur (1526)
  - 3. Akbar completes the empire
  - 4. Kublai Khan conquers China (Yuan Dynasty)
    - a) Mongol empire
    - b) Promoted trade
    - c) Extended empire to include Middle East
    - d) Marco Polo

#### ACTIVITIES

- A. Write a series of journal entries of a Mongol soldier during one or several of the invasions of India.
- B. On an outline map, indicate the routes taken by the Mongols during their invasions of India. Indicate the areas of control by subsequent Mongol rulers such as Akbar.
- C. Do a case study of the Turkish invasions of India and how they acted as a catalyst for change. Concentrate on changes in India that were brought about as a result of the invasions.



GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

\*OBJECTIVE: The student will be able to explain the relationship between Russian geography and history.

---

CONTENT OUTLINE:

- H. Russia
  - 1. Geographic setting
    - a) Size
    - b) Limited access to the sea
    - c) Great Plain
    - d) Rivers
    - e) Climate

ACTIVITIES:

- A. Role play the part of a Russian tour guide leading a group across Russia. Point out the geographic diversity of Russia and its impact on Russian life and foreign policy. Note the importance of the size of Russia and its lack of access to the sea.
- B. On an outline map of Russia locate the following: Amur River, Black and Baltic Seas, Dneiper and Don Rivers, Moscow, and St. Petersburg.
- C. Conduct a debate on the Soviet Union's present expansionist policy. Focus on the geographic factors, e.g., lack of access to the sea, which have been a continuing influence on Russia's foreign policy.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to analyze the Mongol invasion of Russia.

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CONTENT OUTLINE:

2. Early history
  - a) Slavic roots
  - b) Vikings
  - c) Vladimir I
  - d) Influence of Eastern Orthodox church
3. Mongol invasion
  - a) Batu Khan
  - b) Mongol rule

ACTIVITIES:

- A. Keep a diary of a Russian during the Mongol invasion. Relate your feelings about being subjugated by these invaders
- B. Draw pictures or sketches of Batu Khan and the Mongols.
- C. Role play a confrontation between Mongols and Russians.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

\*OBJECTIVE: The student will be able to describe the influence of the barbarian invasions on the Old Roman Empire.

---

CONTENT OUTLINE:

- I. Western half of the Old Roman Empire
  1. Dark Ages (c. 500-1000)
    - a) Trade declines
    - b) Lack of public safety
    - c) No organized government
    - d) Shortage of labor
  2. Gothic Wars (Byzantine)
    - a) Subsequent conquest by Lombards
    - b) Popes pay tribute to Byzantium
  3. Invasions of Britain by Angles and Saxons

ACTIVITIES:

- A. Produce excerpts from the journal of a Viking raider.
- B. Trace on a map the pathways of barbarian invasion into northern Europe.
- C. Create a transparency map with overlays showing the separate waves of barbarian invasions into western Europe.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to discuss the impact of the Moorish conquest on Western civilization.

---

CONTENT OUTLINE:

4. Arab invasions

ACTIVITIES:

- A. Give brief oral reports on Moorish culture. Support the reports with pictures or drawings of Moorish art and architecture or excerpts from Moorish literature.
- B. Create a collage depicting the contributions made by the Moors to western civilization.
- C. Conduct a case study of the contribution of the Moors to western art and architecture. Use their contributions to Spanish art and architecture as the focus.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to describe the influence of the invasions by northern European barbarians on the rest of western Europe.

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CONTENT OUTLINE:

5. Continued Barbarian Invasions - Viking
  - a) Invasions of Christianized Ireland
    - (1) Golden Age in Ireland
    - (2) Vikings and Norman-English take parts of Ireland
  - b) Ninth century Viking invasions
    - (1) Settlement of Iceland
    - (2) Through Russia to Constantinople
    - (3) Ireland, England, and France
  - c) Magyars from Central Asia invade

ACTIVITIES:

- A. Write an editorial discussing the effect of the Battle of Tours on the Mediterranean area.
- B. List ways the Moors contributed to the onslaught of the Dark Ages.
- C. Role play a news reporter discussing the impact of the Moorish conquest.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to discuss the Carolingian background of Charlemagne's empire.

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CONTENT OUTLINE:

6. Carolingian Dynasty in France
  - a) Charles Martel defeats Moores
  - b) Pepin's defeat of Lombards
  - c) Charlemagne's Empire
  - d) Decline of the Empire

ACTIVITIES:

- A. Revise a family tree for Charlemagne.
- B. Write a short report on Charles Martel.
- C. Role play a Frankish comedian. Develop a short comedy routine on the Carolingian antecedents of Charlemagne.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, time perspective and chronology, historiography

\*OBJECTIVE: The student will be able to analyze feudal society.

---

CONTENT OUTLINE:

- 7. Western Europe (1000-1300)
  - a) Decrease in threats from Magyars, Moslems
  - b) Feudalism replaces centralized government
  - c) Characteristics of Feudalism
    - (1) Formal relationships between classes
    - (2) Seigneurial system
    - (3) The manor as an agricultural unit
  - d) Increasing internal security
    - (1) Stronger governmental units
    - (2) Peace of God and Truce of God

ACTIVITIES:

- A. Make a poster showing a typical manor during the Vikings feudal period.
- B. Create a chart showing the feudal social pyramid.
- C. Write an eyewitness account of an investiture ceremony in feudal Europe.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

\*OBJECTIVE: The student will be able to discuss the influence of the Roman Catholic Church on feudal Europe.

---

CONTENT OUTLINE:

8. Population growth leads to and is increased by economic development.
  - a) Colonization within Europe
  - b) Growth of technology and trade
9. Influence, efforts, and accomplishments of the Church
  - a) Preservation of Roman civilization
  - b) Further estrangement of Eastern and Western culture
  - c) Administrative system develops
  - d) Class status rigid
  - e) The impact of Monasticism
  - f) Art, literature, music, and Gothic architecture
  - g) Development of theology
  - h) Canon Law and church courts
10. Effects of the church on political systems

ACTIVITIES:

- A. Write a report on the role of the Roman Catholic Church in education during the feudal age.
- B. Chart the different ways the Roman Catholic Church offered stability to the people during the Middle Ages.
- C. Role play a feudal king who has offended the Pope. Excommunication is threatened as a punishment. What are your options?



GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to identify examples of Gothic art.

---

CONTENT OUTLINE:

- 11. Gothic art
  - a) Notre Dame Cathedral
    - (1) Paris
    - (2) 1163 A.D.
  - b) Reims Cathedral
    - (1) France
    - (2) 1225 A.D.
  - c) Salisbury Cathedral
    - (1) England
    - (2) 1220 A.D.
  - d) Gloucester Cathedral
    - (1) England
    - (2) 1332 A.D.
  - e) Westminster Abby
    - (1) London
    - (2) 1503 A.D.
  - f) Sta. Croce
    - (1) Florence
    - (2) 1295 A.D.
  - g) Florence Cathedral
    - (1) Italy
    - (2) 1420 A.D.
  - h) Milan Cathedral
    - (1) Italy
    - (2) 1396 A.D.
  - i) Palazzo Vecchio
    - (1) Florence
    - (2) 1296 A.D.

ACTIVITIES:

- ABC. Conduct a case study of one of the examples of Gothic art presented in the content outline. Present brief research papers on the background and artistic importance of the building. Create bulletin board or other displays of material gathered about these buildings. Invite an architect or art teacher to class to discuss the technical and artistic aspects of these buildings.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

\*OBJECTIVE: The student will be able to analyze the changes brought about by the Crusades.

---

CONTENT OUTLINE:

12. The Crusades
  - a) Causes
  - b) First Crusade (1096-1099)
  - c) Second, Third, and Fourth Crusades
  - d) Increased leadership of the Roman Church
  - e) Trade revival
  - f) Social changes
13. Wealth and power in new hands undermine the feudal system.
14. Merchant-bankers
  - a) Italian-Florentine
  - b) Religious houses as bankers

ACTIVITIES:

- A. Write a report on the importance of the rise of the middle class and the growth of towns following the Crusades.
- B. On a map trace the sea and land routes in use before and after the Crusades.
- C. Write excerpts from the diary of a crusader who is bewildered by a rapidly changing world.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

\*OBJECTIVE: The student will be able to trace the development of English law and government which led to the Magna Carta.

---

CONTENT OUTLINE:

- J. England during the Middle Ages
  - 1. Alfred the Great defeats Norsemen
    - a) Pacifies England
    - b) Establishes schools
  - 2. William the Conqueror (1066)
    - a) Tax system (Doomsday Book)
    - b) Centralized government
  - 3. Henry I and system of law
  - 4. Henry II - King's law replaces feudal law
  - 5. Richard the Lion Hearted
  - 6. Magna Carta (1215)
  - 7. Henry III - King's Council
  - 8. Simon de Montfort (Great Council)

ACTIVITIES:

- A. Make a poster outlining the main points of the Magna Carta.
- B. Construct a collage of the signing of the Magna Carta by King John at Runnymede.
- C. Role play events leading to the Magna Carta. The barons will draw up and present their demands while John and his counselors defend the interests of the monarchy.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze the effects of the Hundred Years' War.

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CONTENT OUTLINE:

9. Edward I and the Model Parliament
10. Edward III and Hundred Years' War
  - a) Beginning War of Roses
  - b) Growth of parliamentary powers
11. Black Plague (1347-1351)
12. France
  - a) Capetian line (987-1328) extends power outward
  - b) The Hundred Years' War with England
    - (1) Death of last Capetian King
    - (2) Conflict over feudal lands
    - (3) Henry V claims the French throne
    - (4) Charles VIII
    - (5) Joan of Arc
  - c) Effects of struggle with England
    - (1) Devastation of both France and England
    - (2) Rise of modern form of nationalism
  - d) Louis XI (1461-1483)
    - (1) Duchy of Burgundy overcome
    - (2) France reunified as a strong monarchy

ACTIVITIES:

- A. Draw a cartoon portraying the role of the Austrians in the Hundred Years' War.
- B. Make a time line detailing the major actions in the Hundred Years' War.
- C. Research and debate, as French and English ambassadors, the roles of your countries in the Hundred Years' War.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to identify the Holy Roman Empire.

---

CONTENT OUTLINE:

13. The Holy Roman Empire (the German Empire)
  - a) Otto I
  - b) Peak of greatness
  - c) Investiture controversy
  - d) Golden Bull (1356-7)
  - e) Rise of the Hapsburg Dynasty
14. The Netherlands: Divided between Spain (Belgium) and Austria
15. Spain and Portugal: Continuing struggles
16. Europe contrasted with East
  - a) Differences between East and West
  - b) Contrast between Eastern and Western values
    - (1) Eastern man contemplative and philosophic
    - (2) Western man competitive and aggressive

ACTIVITIES:

- A. Create an annotated time line of the Holy Roman Empire. Include in the line the major events and personalities involved with the Empire.
- B. Create an annotated list of the Holy Roman Emperors. Include their names, dates they reigned, major achievements or failures, and so forth.
- C. Create a transparency map and overlays showing the empire of Charlemagne and his grandsons. On the overlay show the boundaries of the Holy Roman Empire.

- GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.
- CONCEPTS: Continuity, ideology, cultural creativity
- \*OBJECTIVE: The student will be able to identify Chinese cultural, scientific, and technological developments before the arrival of western influences.
- 

#### CONTENT OUTLINE

- K. China
  - 1. Tang dynasty (618 - 907 A.D.)
    - a) Education flourished
    - b) Literature
      - (1) Li Po (701 - 762)
      - (2) Tu Fu (712 - 770)
  - 2. Sung dynasty (960 - 1279) (Golden age)
    - a) Advances in science
      - (1) Magnetic compass
      - (2) Movable-type printing
      - (3) Gunpowder
    - b) Porcelains
    - c) Inventions
      - (1) Cross bow
      - (2) Saddle stirrup
      - (3) Wheel barrow
      - (4) Water powered spinning wheel
      - (5) Paper money
      - (6) 850 mile long man-made waterway
  - 3. Chinese art
    - a) Ching Hao
      - (1) Great Chinese landscape artist
      - (2) 900
    - b) Li-Yu, Emperor of Nanking
      - (1) Founded Academy of Painting
      - (2) 961

#### ACTIVITIES

- A. On a chart, compare and contrast Chinese technology with European technology. Note especially the similarities in the technological advances which were occurring independently in both Europe and China.
- B. List some Chinese technological innovations which are still with us today.
- C. Compare and contrast Chinese literature and comparable European literature, especially Greek and Roman. Focus particularly on the subject matter dealt with by the Chinese, Greeks, and Romans.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to identify Chinese cultural, scientific, and technological developments before the arrival of west rn influences.

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CONTENT OUTLINE

- c) Chao-Meng-fu
  - (1) Artist
  - (2) 1258
- d) Ni Tsan
  - (1) Chinese painter
  - (2) 1374

## UNIT IV

### The Early Modern Age

The early modern period (1500 to 1700) in Western Europe deals with the intellectual ferment in literature, science, technology, art, and religion. (The Renaissance and Reformation) Voyages of discovery brought Europeans into close contact with the civilizations of India, China, Japan, and Africa, and led to the conquest and exploitation of the peoples of the Americas. The diverse economic, social, political, intellectual, and artistic contributions of Western European, American Indian, African, and Eastern civilizations are emphasized as are historically significant personalities.

Renaissance art returned to the monumental order of Greek and Roman art, but with a new sense of realism. The wealth of the new merchant class and the Church provided support for artists and a market for their works. The subsequent Baroque period mirrored the spirit of the Counter Reformation. Old realism gave way to "new naturalism," with the classical style descending to the irregular, distorted, and grotesque.

With the Renaissance came a rebirth of learning, a flowering of arts and letters that spread from Italy in the 14th century. The literature of the Renaissance reflected not only a rebirth of Greek and Roman culture and an abandonment of all things Medieval, but also it encompassed a movement away from piety and class consciousness towards new skepticism, new individualism, and new materialism.

Music of the Renaissance was strongly influenced by Humanism which emphasized man's life on earth. Roman masses were the major form of Renaissance music and continued to be the major form during the Reformation. In Calvinist churches metrical psalm settings were used except by the Lutherans who added congregational singing to the Mass.



GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

\*OBJECTIVE: The student will be able to summarize the contributions of the Renaissance.

---

CONTENT OUTLINE:

- IV. Modern Age (1500 - 1700)
  - A. Renaissance Europe (1350-1600)
    - 1. New concepts and values
      - a) Church progressively weakened
      - b) Cultural contacts expanded
      - c) Arts, science, philosophy, and communication expanded
      - d) Centers of learning
    - 2. Attempts of secular church to limit the new laws
    - 3. Renaissance
      - a) Scholarship
      - b) Art and science
      - c) Renaissance spreads

ACTIVITIES:

- A. Locate and label on a map the major centers of Renaissance learning.
- B. List and discuss famous writers, artists, scientists, and scholars of the Renaissance.
- C. Research the new concepts and values which led to the Renaissance.

GENERALIZATION: Great ideas have affected all civilizations.

ONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Renaissance art and architecture.

---

CONTENT OUTLINE:

4. Renaissance literature
  - a) Gutenberg prints Bible, 1456
  - b) Erasmus (1466-1535)
    - (1) Praise of Folly
    - (2) 1511
  - c) John Calvin, 1509-1564
  - d) Thomas More
    - (1) Utopia
    - (2) 1516
  - e) Martin Luther, 1525
  - f) Machiavelli
    - (1) The Prince
    - (2) 1532

ACTIVITIES:

ABC. Present brief oral and written reports on the characteristics of the Renaissance art and architecture. Supplement the presentations with slides showing examples of art and excerpts from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the Louisiana Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

ONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Renaissance art and architecture.

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CONTENT OUTLINE:

ACTIVITIES:

- g) Copernicus, 1543
- h) Spencer
  - (1) The Faerie Queen
  - (2) 1590
- i) William Shakespeare
  - (1) The Sonnets
  - (2) Selected plays
  - (3) 1592-1610
- j) Francis Bacon
  - (1) Essays
  - (2) 1597
- k) Cervantes
  - (1) Don Quixote
  - (2) 1605-1615
- l) Authorized bible published, 1611
- m) Galileo
  - (1) Dialogues Concerning Two New Sciences
  - (2) 1638
- n) Thomas Hobbes
  - (1) Leviathan
  - (2) 1651

GENERALIZATION: Great ideas have affected all civilizations.

ONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Renaissance art and architecture.

---

CONTENT OUTLINE:

5. Renaissance art
  - a) The Four Saints
    - (1) Nanni Di Banco
    - (2) Marble, Florence
    - (3) 1410 A.D.
  - b) David
    - (1) Donatello
    - (2) 1430 A.D.
    - (3) Bronze, Florence
  - c) St. Sebastian
    - (1) Andrea Mantegna
    - (2) Vienna
    - (3) 1455 A.D.
  - d) The Birth of Venus
    - (1) Sandro Botticelli
    - (2) Florence
    - (3) 1480 A.D.
  - e) The Palazzo Medici
    - (1) Riccardo
    - (2) Florence
    - (3) 1444 A.D.
  - f) Sistine Chapel
    - (1) Michelangelo
    - (2) Fresco, Rome
    - (3) 1508 A.D.
  - g) The Last Supper
    - (1) Leonardo Da Vinci
    - (2) Mural, Milan
    - (3) 1495 A.D.

ACTIVITIES:

ABC. Present brief oral and written reports on the characteristics of the Renaissance art and architecture. Supplement the presentations with slides showing examples of art and excerpts from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, State Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

ONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Renaissance art and architecture.

---

CONTENT OUTLINE:

- h) The Mona Lisa
  - (1) Leonardo Da Vinci
  - (2) Paris
  - (3) 1503 A.D.
- i) David
  - (1) Michelangelo
  - (2) Marble, Florence
  - (3) 1501 A.D.
- j) Moses
  - (1) Michelangelo
  - (2) Marble, Rome
  - (3) 1513 A.D.
- k) Tomb of the Medici
  - (1) Michelangelo
  - (2) Marble, Florence
  - (3) 1524 A.D.
- l) The Compidoglio
  - (1) Michelangelo
  - (2) Rome
  - (3) 1545 A.D.

ACTIVITIES:

GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, evolution/revolution/ideology

\*OBJECTIVE: The student will be able to discuss the origins and implications of the Protestant, English, and Catholic Reformations.

---

CONTENT OUTLINE:

6. Development of nation-states
7. Hanseatic League
8. France: Opposed by Spain, Austria, and England
9. The unification of Spain
10. England: The scene of dynastic struggles
11. Eastern Europe
  - a) Remains feudal
  - b) Torn by wars of nobility
  - c) Conquered by Ottoman Turks
12. Italian city/states
- B. The Reformation
  1. John Wycliff
  2. Martin Luther
  3. John Calvin
  4. John Knox
  5. Anglican Church
  6. Catholic Reformation

ACTIVITIES:

- A. Conduct a talk show at which Martin Luther, John Wycliff, and John Knox are guests.
- B. Make a poster showing the main points of the Catholic Reformation.
- C. Role play Henry VIII discussing with the Pope Henry's wish for a divorce. Henry should threaten to break with the church which could place England under interdict.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

\*OBJECTIVE: The student will be able to discuss the importance of the Elizabethan Age.

---

CONTENT OUTLINE:

- C. Dynastic conflicts and wars of religion (1500-1715)
  - 1. Spain
    - a) Philip II of the Catholic reformation
    - b) Thirty Years' War
    - c) Spanish succession
  - 2. France
    - a) Beginning of Protestant movement
    - b) Treaty of Cateau
    - c) Wars of religion
    - d) Henry IV and the Edict of Nantes (1598)
    - e) Louis XIII and Cardinal Richelieu
    - f) Louis XIV: The leading power in Europe
  - 3. England
    - a) Mary I (1553-1558)
    - b) Elizabeth I (1558-1603)

ACTIVITIES:

- A. Conduct a dialogue between Phillip II of Spain and Elizabeth I over conduct of the Sea Dogs.
- B. List the major accomplishments of the Elizabethan Age.
- C. Construct a diagram listing King Henry VIII, his wives, children, and their ultimate fates.

- GENERALIZATION: A knowledge of the past is necessary to understand present and future events.
- CONCEPTS: Time perspective and chronology, historiography
- OBJECTIVES: The student will be able to identify historical theories on the decline of the ancient Mayan civilization.
- 

CONTENT OUTLINE:

- D. Indians of the Americas
  - 1. Decline of Maya
    - a) Disease
    - b) Conquest
    - c) Civil War
    - d) Famine
    - e) Soil exhaustion
  - 2. Post-classic period (900-1200 A.D.): Lowland Civilization
    - a) Geographic settlement/cultural centers
      - (1) Dzibilichaltun
      - (2) Coba
      - (3) Uxmal
      - (4) Chichen Itza: old city/new city
    - b) Religion
    - c) Society
    - d) Decline and abandonment of cities
    - e) Mystery of the Mayas
    - f) Destruction of Mayan great books

ACTIVITIES:

- A. Complete a short report on one or more of the theories on the decline of the ancient Mayan civilization.
- B. Develop a collage featuring the theories on the decline of the ancient Mayan civilization.
- C. Write research reports on each of the historical theories about the decline of the Mayan civilization. Give oral reports on the theory that seems most defensible.



GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVES: The student will be able to describe the role of religion in ancient Central American civilization.

---

CONTENT OUTLINE:

3. Teotihuacan
4. Toltecs
5. Aztecs (1200 to 1520 A.D.)
  - a) Geographic settlement
    - (1) Tenochtitlan
    - (2) Empire
  - b) Religion
    - (1) War god
    - (2) Sacrifice
  - c) Politics
    - (1) Emperor
    - (2) Confederation

ACTIVITIES:

- AB. Conduct a skit portraying an Aztec religious ceremony in which the gods are petitioned for some favor such as good weather, protection from disease, and so forth. Contrast this with a modern, monotheistic religion.
- C. Research various religious rites or practices of any ancient American civilization. Prepare oral reports comparing and contrasting particular practices with those of groups in other parts of the world. Examples: Aztec sacrifices and European crucifixion; Mayan pyramids and Egyptian pyramids.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVES: The student will be able to explain the class system of the ancient Mayans, Aztecs, and Incas.

---

CONTENT OUTLINE:

- 6. Class system
- 7. Economy
- 8. Decline
  - a) Montezuma I
  - b) Montezuma II

ACTIVITIES:

- AB. After research on the class system, write and perform a play with students acting as members of the various classes within the system, such as nobles, priests, and so forth.
- C. Prepare a chart which compares the major components of the class system of ancient America with those of the caste system of India.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

\*OBJECTIVES: The student will be able to cite the contributions of the ancient Incas and Aztecs.

---

CONTENT OUTLINE:

9. Aztec contributions
  - a) Government
  - b) Architecture
  - c) Engineering
10. Pre-Incan cultures
11. Incas (1200's to 1500's A.D.)
  - a) Geographic settlement
  - b) Government
    - (1) Welfare state
    - (2) Diplomacy
    - (3) Bureaucracy
  - c) Economy
  - d) Society
  - e) Contributions
    - (1) Highway systems
    - (2) Postal service
    - (3) Surgical techniques
  - f) Decline

ACTIVITIES:

- A. Design a bulletin board depicting the various contributions of the ancient Incas and Aztecs.
- B. Construct an Aztec pyramid out of papier-mache' or other suitable materials.
- C. Design the interior of an Aztec pyramid such as Tenochtilban.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVES: The student will be able to contrast the geographic differences among the three major ancient Central and South American civilizations.

---

CONTENT OUTLINE:

12. Contrast geographic settlements
  - a) Maya: Jungle, plain
  - b) Aztec: Desert, lakes
  - c) Inca: Mountains

ACTIVITIES:

- A. Create posters featuring the various land formations in ancient Central and South America. Use travel materials from consular offices or travel agencies to develop the posters.
- B. From magazines cut out pictures of jungles, deserts, lakes, and mountains, and use these pictures as examples of Mayan, Aztec, and Incan geography.
- C. As a group project, create a slide show depicting the geography of the sites of ancient American civilizations.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVES: The student will be able to locate and identify the four major areas of Latin America.

---

CONTENT OUTLINE:    ACTIVITIES:

13. Definition of geographic, cultural,  
and historical terms

- a) Mexico
- b) Caribbean Islands
- c) Central America
- d) South America

A. Using an outline map, shade the four major areas  
of Latin America.

B. Provide students with a geography puzzle of Latin  
America and have them fit the pieces in the pro-  
per locations.

C. Using an overhead projection map of Latin America,  
identify the four major areas and label each  
country.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

\*OBJECTIVE: The student will be able to identify the Line of Demarcation and discuss its role in Spanish and Portuguese exploration and colonization.

---

CONTENT OUTLINE:

- E. The European Nations begin to explore the world.
  - 1. Reasons for exploration
  - 2. Portuguese explorations
    - a) Prince Henry the Navigator
    - b) Exploration of Africa begins
    - c) Motives for exploration
    - d) Sea route to India opened
    - e) Diaz sails around the Cape of Good Hope
    - f) da Gama
      - (1) Route to India
      - (2) 1497
    - g) Cabral
      - (1) Brazil
      - (2) 1500
    - h) Portuguese conquests in the Far East
    - i) The results of exploration and trade
  - 3. The Spanish Explorations
    - a) The voyages of Columbus
    - b) The Papal Lines of Demarcation

ACTIVITIES:

- A. Write a journal of a seaman in the service of a Spanish explorer.
- B. Make a chart listing Spanish and Portuguese areas of exploration.
- C. Create a bulletin board showing the Line of Demarcation, Spanish and Portuguese routes of exploration, and areas of colonization.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to cite three reasons for western Europe's search for new lands.

-----

CONTENT OUTLINE:

- c) Balboa
  - (1) Pacific Ocean
  - (2) 1513
- d) Ponce de Leon
  - (1) Florida
  - (2) 1513
- e) Magellan
  - (1) Circumnavigate the globe
  - (2) 1519
- f) Cortez
  - (1) Aztecs
  - (2) 1519
- g) Pizarro
  - (1) Incas/Peru
  - (2) 1532
- h) DeSoto
  - (1) Mississippi River
  - (2) 1541
- 4. France
  - a) Verrazano
    - (1) Atlantic Ocean
    - (2) 1532
  - b) Cartier
    - (1) St. Lawrence River
    - (2) 1535

ACTIVITIES

- AC. List common attributes of early explorers and contemporary astronauts. Compare and contrast personal characteristics such as courage, curiosity, technical skills, and so forth.
- B. Construct a chart listing possible reasons for exploration. Then list the European countries and draw lines from the countries to the appropriate reasons.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to cite three reasons for western Europe's search for new lands.

---

CONTENT OUTLINE:

- c) Champlain
  - (1) Canada/Quebec
  - (2) 1603
- d) Marquette and Joliet
  - (1) Upper Mississippi River Valley
  - (2) 1673
- e) LaSalle: Mississippi River Valley

ACTIVITIES



- GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.
- CONCEPTS: Multiple causation, cause and effect, leadership
- \*OBJECTIVE: The student will be able to identify major European explorers, their respective countries, and the areas they explored.
- 

#### CONTENT OUTLINE

5. England
  - a) Cabot
    - (1) Newfoundland
    - (2) 1497
  - b) Drake
    - (1) Second to circumnavigate the globe
    - (2) 1577
  - c) Sir Walter Raleigh
    - (1) Ronoake Island
    - (2) 1587
  - d) Cook:
    - (1) Hawaiian Islands, Australia, and New Zealand
    - (2) 1768
6. Portugal
7. Holland (The Netherlands)
  - a) Hudson: 1609--New York Harbor, Hudson River, and Hudson Bay
  - b) New Netherlands

#### ACTIVITIES

- AB. Use an outline map to trace the trade routes used by European explorers to reach the New World.
- C. Write a series of diary entries for a European explorer. Entries should include descriptions of the country explored, the hardships, enjoyable events, and so forth.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

\*OBJECTIVES: The student will be able to discuss the European motives for conquest of America.

---

CONTENT OUTLINE:

- F. Conquest of Indian Civilizations
  - 1. "God, glory and gold"
  - 2. Forcing Indians to convert to Christianity
  - 3. Fame and recognition
  - 4. Desire for material wealth: Gold and silver

ACTIVITIES:

- A. Construct a visual bulletin board on the "God, gold and glory" concept.
- B. On a map of Latin America, shade in the areas conquered by Cortez and Pizarro. Label the conquerors and the conquered.
- C. Perform a skit portraying priests, conquistadors and kings. The script should express the stated motives of "God, glory and gold."

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVES: The student will be able to provide reasons for the use of African slaves in Latin America.

-----

CONTENT OUTLINE:

- G. Spanish settlement
  - 1. Encomienda economic system
    - a) Indian slaves
    - b) Reform: Las casas
    - c) Importation of African slaves
  - 2. Administration
  - 3. Role of the Church

ACTIVITIES:

- A. Complete small group reports on Latin American slavery. The groups should represent African and Indian slaves, landowners, and priests. Each group should present an oral plea for either the abolition or continuation of slavery.
- B. Present oral presentations on restricting African slaves in colonial Latin America.
- C. Write a fictionalized account of the life of an African slave in Brazil in the 18th century.

GENERALIZATION: Human progress has most often occurred under conditions of intersocietal communication.

CONCEPTS: Multiple causation, cause and effect, change

OBJECTIVES: The student will be able to discuss the cosmopolitan nature of Latin American nations.

---

CONTENT OUTLINE:

- 4. Social structure
  - a) Viceroy
  - b) Peninsulares
  - c) Creoles
  - d) Mestizos
  - e) Mulattoes
  - f) Indians
  - g) Africans
- 5. Extent of territory in North America
- H. Portuguese settlement
  - 1. Economic system
    - a) Landholders
    - b) Sugar industry
    - c) Slavery
  - 2. Administration
  - 3. Role of the church
  - 4. Social structure

ACTIVITIES:

- A. Create listing of all the ethnic groups in Latin America and their major contributions to society.
- B. Construct a collage illustrating Latin America's cosmopolitan makeup.
- C. Design and paint a mural depicting the cosmopolitan nature of Latin America.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to evaluate the English victory over the Spanish Armada in reference to England's control of North America.

---

CONTENT OUTLINE:

- I. Struggle for a continent
  1. Wars fought:
    - a) Spanish Armada
    - b) French and Indian War
    - c) The American Revolution
  2. The results of these conflicts
  3. English settlement
    - a) The Thirteen Colonies
    - b) Acquisition of Canada
  4. French settlement
    - a) Quebec
    - b) Montreal
    - c) Great Lakes
    - d) Mississippi River Valley
  5. Dutch settlement

ACTIVITIES:

- AC. Write articles in which students present opposing viewpoints on the English victory over the Spanish Armada and the influence that victory had on North America.
- B. Create a poster depicting a Spanish galleon and a British man-of-war.
- C. Conduct a panel discussion featuring prominent European explorers of North America representing various countries--example: Hudson, Cartier, La Salle, De Soto, etc.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to cite the three reasons for the decline of the Spanish empire in North America.

---

CONTENT OUTLINE:

- J. Decline of Spanish domination in the western hemisphere
  - 1. Loss of naval power - 1588
  - 2. Domestic economic problems
  - 3. Domestic political problems

ACTIVITIES:

- A. Research and give an oral report on the reasons for the decline of the Spanish empire.
- B. Construct a chart detailing the major reasons for the decline of the Spanish empire in North America.
- C. Conduct a case study of St. Augustine as a Spanish colony in North America. Stress its role in Spain's empire in North America.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to summarize the development and decline of the Ottoman Empire.

---

#### CONTENT OUTLINE

- K. The Ottoman Empire (1450 A.D.)
  - 1. Suleiman I
  - 2. Gradual decline

#### ACTIVITIES

- A. Write a short travel brochure that advertises a journey to the Ottoman Empire for people living in Europe.
- B. Construct and decorate a chart depicting the important people, battles, and events of the Byzantine Empire.
- C. Write a position paper that evaluates the strengths and weaknesses of Ottoman rule on the Middle East.

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to discuss the effects of Christianity on the Chinese of the Ming Dynasty.

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CONTENT OUTLINE

ACTIVITY

- |  |   |
|--|---|
| <p>L. China</p> <ol style="list-style-type: none"><li>1. Ming Dynasty (1368 - 1644)<ol style="list-style-type: none"><li>a) Examination system to select official</li><li>b) Moved capital to Peking</li><li>c) "Forbidden City": architectural gem</li><li>d) Renewed interest in art and literature</li><li>e) Reached its peak in sea power</li></ol></li><li>2. European impact<ol style="list-style-type: none"><li>a) Portuguese established a settlement at Macao in 1557</li><li>b) Jesuits introduce Christianity</li></ol></li><li>3. Chinese art<ol style="list-style-type: none"><li>a) Last age of fine Chinese porcelain, 1644</li><li>b) Kao-ts'en<ol style="list-style-type: none"><li>(1) Autumn Landscape</li><li>(2) 1672</li></ol></li></ol></li></ol> | <ol style="list-style-type: none"><li>A. Role play a meeting between a Jesuit priest and a Ming emperor.</li><li>B. Create a timeline of the emperors of the Ming Dynasty.</li><li>C. Compare the religious philosophies of the Chinese and the Jesuit priests.</li></ol> |
|--|---|



GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

\*OBJECTIVE: The student will be able to analyze migration patterns of Africa.

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#### COURSE OUTLINE

##### M. Africa

1. Impact of migration and trade contacts on the development of African civilizations
  - a) The Bantu migration begins
  - b) Trade contacts
    - (1) Egyptians
    - (2) Carthaginians
    - (3) Berbers
    - (4) Others
2. Musa's pilgrimage to Mecca in 1324
  - a) Spectacular show of wealth
  - b) Recorded in Europe
3. Center of learning began in Timbuktu
4. Began to decline in 1400's
5. Songhay becomes great power (Islamic successor of Mali)
  - a) Controlled West Africa
  - b) Greatest ruler: Askia the Great
    - (1) Reorganized the army
    - (2) Improved banking and credit system
    - (3) Developed intellectual center
  - c) Center of education
    - (1) University of Sankore-Timbuktu (15th/16th century)
    - (2) Attracted scholars from Africa and the Far East

#### ACTIVITIES

- A. As a small group activity, construct transparencies demonstrating the migration patterns of ancient African groups.
- B. On an outline map, indicate migration patterns for ancient African groups with color coded arrows. Use these maps as a basis for a general class discussion for reasons for periodic migration.
- C. Prepare small group reports on the various migration and trading patterns established in ancient Africa. Give special attention to the influence these patterns had on the economic and cultural development of various groups.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

\*OBJECTIVE: The student will be able to analyze migration patterns of Africa.

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COURSE OUTLINE

ACTIVITIES

6. Ethiopia suffers Moslem revolt in 1500's
7. Other kingdoms
  - a) Benin
  - b) Ife
  - c) Oyo
  - d) Hausa States (18th century)
  - e) Ashanti kingdom (15-19th century)
8. Invasion of the civilizations of Sub-Saharan Africa
  - a) Destruction of native rule
  - b) Religious chaos
  - c) Enslavement of millions of the young and strong
  - d) Promotion of tribal wars

GENERALIZATION: Basic values and beliefs of every society have been reflected in their creative accomplishments.

CONCEPTS: Continuity, ideology, cultural creativity

OBJECTIVE: The student will be able to describe the major contributions of the two African empires and trace their boundaries.

---

#### COURSE OUTLINE

9. Ghana (700-1300 A.D.) Mansa Musa
  - a) Oldest of early empires of the Sudan
  - b) Gold exports
  - c) Control of trans-Saharan trade
  - d) Weakened by invasions from the Moslems
10. Mali (700-1500 A.D.) Moslem country
  - a) The conquerors of Ghana
  - b) Most famous kings
    - (1) Sundiata sects
    - (2) Conga Musa

#### ACTIVITIES

- A. Construct overhead transparencies showing the development of the two major ancient African empires. Start with Ghana, then overlay the later Mali empire.
- B. Construct a chart demonstrating the contributions of each of the two ancient African empires. List each empire, dates of the empires at their peak, contributions, achievements, and leaders.
- C. Design an illustrated time line along with transparencies to demonstrate the extent of the ancient African empires. Annotate the time line to show the points at which major achievements occurred in these empires. Compare the formation of these empires to events in Europe during these periods.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to summarize the absolutist policies of the Stuart Kings which led to the English Civil War.

---

CONTENT OUTLINE:

- N. English dynastic struggles
  - 1. James I (1603-1625)
  - 2. Charles I (1625-1649)
  - 3. Commonwealth (1649-1660)
  - 4. Charles II and James II
  - 5. William and Mary (1689-1702)
  - 6. Queen Anne (1702-1714)
  - 7. House of Hanover: George I (1727-1760)
  - 8. The Holy Roman Empire
  - 9. War of Dutch Independence
  - 10. Sweden
  - 11. Prussia

ACTIVITIES:

- A. Write an editorial on the plight of the Rump Parliament.
- B. Write a short report on the death of Charles I.
- C. Write a speech to be given by James I which defends his stand on the divine right of kings.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

\*OBJECTIVE: The student will be able to describe significant achievements and personalities of the Age of Enlightenment.

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CONTENT OUTLINE:

- O. The Age of Enlightenment
  - 1. Astronomy
  - 2. Physics, chemistry, biology, medicine
  - 3. Mathematics and natural philosophy
  - 4. Political and economic thought
  - 5. Scientific academies

ACTIVITIES:

- A. Initiate an inquiry lesson on the Age of Enlightenment by constructing a list of conditions that encourage scientific inquiry. Compare the list prepared by the students with evidence of the existence of those same conditions during the Age of Enlightenment. Analyze conditions today which encourage inquiry.
- B. Create a chart of the scientific achievements of the Age of Enlightenment that are still an active part of contemporary life.
- C. Do case studies of major figures in the Age of Enlightenment. Compare findings to determine common characteristics among the major figures.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

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CONTENT OUTLINE:

P. Enlightenment Literature

1. Samuel Pepys
  - a) Diary
  - b) 1660-1669
2. Thomas Fuller
  - a) Worthies of England
  - b) 1662
3. John Milton
  - a) Paradise Lost
  - b) 1667
  - c) Paradise Regained
  - d) Samson Agonistes
  - e) 1671
4. John Bunyan
  - a) Pilgrim's Progress
  - b) 1678
5. John Dryden
  - a) Absalom and Achitophel
  - b) 1681
6. Johnathan Swift
  - a) Battle of the Books
  - b) 1704
7. Joseph Addison and Richard Steele
  - a) The Tatler
  - b) 1709-1711
  - c) The Spectator
  - d) 1711-1712
8. Alexander Pope
  - a) Essay on Criticism
  - b) 1711

ACTIVITIES:

(Note: The Content Outline contains an extensive list of classic works of literature and art from the Age of Enlightenment. Use your own judgment in selecting representative examples from this list. For this course, it is not intended that students read or study all of the examples given. Cooperative projects with faculty members in the English Department and Art Departments is recommended for this section.)

- A. Read and report on one of the authors listed in the Content Outline. Include reference to excerpts or short portions of the work selected.
- B. Write a brief research report on one of the authors or artists listed in the Content Outline.
- C. Select an excerpt from one of the books listed in the Content Outline. Write and present to the class a brief analysis of the excerpt and why it was selected.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contribution of the Age of Enlightenment.

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CONTENT OUTLINE:

ACTIVITIES:

- c) Rape of the Lock
- d) 1712-1714
- 9. Daniel Defoe
  - a) Robinson Crusoe
  - b) 1719
  - c) Journal of the Plague Year
  - d) 1722
  - e) Moll Flanders
- 10. Johnathan Swift
  - a) Gulliver's Travels
  - b) 1726
  - c) A Modest Proposal
  - d) 1729
- 11. Benjamin Franklin
  - a) Poor Richard's Almanac
  - b) 1732-1757
- 12. Samuel Richardson
  - a) Pamela
  - b) 1740
- 13. Johnathan Edwards
  - a) Sinners in the Hands of an Angry God
  - b) 1741
- 14. Henry Fielding
  - a) Joseph Andrews
  - b) 1742
  - c) Tom Jones
  - d) 1749

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

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CONTENT OUTLINE:

ACTIVITIES:

17. Samuel Johnson
  - a) The Rambler
  - b) 1750-1752
  - c) Rasselas
  - d) 1759
18. Thomas Gray
  - a) Elegy Written in a Country Churchyard
  - b) 1751
19. Issac Sterne
  - a) Tristram Shandy
  - b) 1760-1767
20. Horace Walpole
  - a) Castle of Otranto
  - b) 1764
21. Oliver Goldsmith
  - a) The Vicar of Wakefield
  - b) 1766
  - c) Deserted Village
  - d) 1770
22. Benjamin Franklin
  - a) The Autobiography of Benjamin Franklin
  - b) 1771
- Q. Works influenced by the Enlightenment
  1. Thomas Gray
    - a) Elegy Written in a Country Church Yard
    - b) 1750
  2. Voltaire
    - a) Candide, 1759
    - b) Treatise on Tolerance, 1763



GENERALIZATION: Great changes have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

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CONTENT OUTLINE:

ACTIVITIES

3. Jean Jacques Rousseau
  - a) The Social Contract
  - b) 1762
4. Oliver Goldsmith
  - a) The Deserted Village, 1770
  - b) She Stoops to Conquer, 1773
5. Benjamin Franklin
  - a) Autobiography
  - b) 1771
6. Thomas Jefferson
  - a) Summary View of the Rights of British America, 1774
  - b) Declaration of Independence, 1776
7. Adam Smith
  - a) Wealth of Nations
  - b) 1776
8. Thomas Paine
  - a) Common Sense, 1776
  - b) The Crisis
  - c) Rights of Man, 1791
  - d) Age of Reason, 1794
9. Samuel Johnson
  - a) Lives of the Poets
  - b) 1779
10. Noah Webster
  - a) Grammatical Institute of the English Language, 1783
  - b) Compendious Dictionary of the English Language, 1806

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major artistic contributions of the Age of Enlightenment.

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CONTENT OUTLINE:

11. Alexander Hamilton, John Jay James Madison
  - a) The Federalist
  - b) 1787
12. William Blake
  - a) Songs of Innocence, 1789
  - b) Songs of Experience, 1794
13. Mary Wollstonecraft
  - a) Rights of Women
  - b) 1792

ACTIVITIES:

273

272

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Baroque art and architecture.

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#### CONTENT OUTLINE

- R. Baroque Art
  - 1. St. Peter's
    - a) Rome
    - b) 1607 A.D.
  - 2. David (Marble)
    - a) Gianlorenzo Bernini
    - b) Rome
    - c) 1623 A.D.
  - 3. Triumph of the Name of Jesus (Fresco)
    - a) Giovanni Battista Gaulli
    - b) Rome
    - c) 1672 A.D.
  - 4. The Monastery of Melk
    - a) Jakob Prandtauer
    - b) Austria
    - c) 1702 A.D.
  - 5. A Pilgrimage to Cythera
    - a) Antoine Watteau
    - b) 1717 A.D.
  - 6. The Night Watch
    - a) Rembrandt
    - b) Amsterdam
    - c) 1642 A.D.

#### ACTIVITIES

- ABC. Conduct a case study of one of the examples of Baroque art and architecture presented in the content outline. Present brief research papers on the background and artistic importance of the building. Include slides of art and architecture in the Baroque style. Create bulletin board or other displays of material gathered about these buildings. Invite an architect or art teacher to class to discuss the technical aspects and artistic aspects of these buildings.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, State Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Baroque art and architecture.

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CONTENT OUTLINE

ACTIVITIES

7. Maids of Honor
  - a) Diego Velazquez
  - b) Madrid
  - c) 1656 A.D.
8. The Palace of Versailles
  - a) Jules Hardouin-Mansart
  - b) 1669 A.D.
9. The Louvre
  - a) Claude Perrault
  - b) Paris
  - c) 1667 A.D.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to analyze Japanese industrial development.

---

### CONTENT OUTLINE

- S. Japan
  - 1. Muremachi period (1238-1573)
    - a) Noh
    - b) Ikebana (flower arrangements)
    - c) Tea ceremony
    - d) Arrival of Portuguese: 1542
    - e) St. Francis Xavier introduced Christianity in 1549
  - 2. Tokugawa period: 1600-1867
    - a) Ban on Japanese travel abroad - 1636
    - b) Expulsion of Portuguese traders: 1636
    - c) Commodore M. Perry arrives - 1853
    - d) Beginning of international trade
  - 3. Meiji period: 1868-1912
    - a) Foreign trade increases
    - b) Sino-Japanese War - 1894
    - c) Russo-Japanese War - 1900
    - d) Industrialization and expansion of Japan

### ACTIVITIES

- A. Role play a meeting between Commodore Perry and Japanese officials. Develop arguments about opening trade that each side could have used at that meeting.
- B. Using Japanese drawing style, draw sketches of Commodore Perry's ships arriving in Japan.
- C. Complete group reports on the parallel development of Great Britain and Japan. Comparisons should be made with respect to size, location, availability of raw materials, cultural development, imperialistic ambitions, etc. Both reports should be made orally to the class followed by open discussion of issues raised.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Japanese art.

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#### CONTENT OUTLINE

4. Japanese art
  - a) Potter Toshiro
    - (1) Starts porcelain manufacturing
    - (2) Japan, 1227
  - b) Erection of Sanju Sangendo Temple
    - (1) Kyoto, Japan
    - (2) 1266
  - c) "Ukiyoe" painting, 1550
  - d) Hon-ami Koetsu
    - (1) Japanese artist
    - (2) 1558
  - e) Kano Motonobu
    - (1) Court painter
    - (2) 1559
  - f) General Toyotomi Hideyoshi, 1583
  - g) Painter Ogota Korin
    - (1) Unites the two imperial schools of Japanese painting - Kano and Yamato
    - (1) 1702
  - h) Kitagawa Utamaro, 1753
  - i) Okyo
    - (1) Japanese painter
    - (2) 1795
  - j) Ando Hiroshige
    - (1) Painter
    - (2) 1797
  - k) Ando Hiroshige
    - (1) Painter
    - (2) 1832

#### ACTIVITIES

- ABC. Present brief oral and written reports on the characteristics of Japanese art. Supplement the presentations with slides showing examples of Japanese art. Examine the themes, subjects, and topics used by the artists. Contact the Japanese Embassy for information concerning the art of that country. The current mailing address is listed in the resource section.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the Louisiana Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Japanese art.

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CONTENT OUTLINE

ACTIVITIES

- 1) Katsushika Hokuja  
    (1) painter  
    (2) 1849

## UNIT V

### Later Modern Age

During this period (1700-1919), western civilization is characterized by increasingly democratic governments, industrialized economies, advances in technology, and increasingly nationalistic and imperialistic attitudes. In the Americas, the emergence of the United States as an industrial and imperial power is noted. The Latin Americas--South America, Central America, the Caribbean, and Mexico--achieve independence and develop their own national institutions. Increasingly, the vulnerable areas of Asia such as China, India, and Indo-China, are victims of Western imperialism, as is Africa. Increasingly, we note during this unit that the world is so interconnected that events in one area profoundly affect other areas. Thus national rivalries and imperialism of the western powers contribute to World War I whose causes, course, and global results are noted.

Schools of art during this period are varied, but can generally be placed in four categories: Romanticism, Neo-Classicism, Realism, and Impressionism. Romanticism desired a return to nature and their paintings idealized emotions. Neo-Classicism was a new revival of classical antiquity. Realism viewed people as types rather than individuals and represented them with a photographic eye to detail. Impressionism was realistic in form but created an impression of a subject rather than a true representation.

Literature and art during this period are closely related. Romanticism glorified nature and the nobility of the individual man. Neo-Classical literature returned to the classical forms and styles personified through domestic tragedy, extensive use of blank verse, journals, and literary criticism. During the Victorian period, literature was affected by Darwinian science, the Industrial Revolution, and the rise of the new middle class. Novels and magazines featuring political and social criticism became popular literary forms. Realism in literature centered its attention on the immediate, the here and now, the specific action, and the verifiable consequence. Generally, the writers were pragmatists and the truth they sought to find and express was a relativistic truth, verifiable by experience. In addition, they were believers in democracy, and the materials they elected to describe were the common, the average, the everyday. They protested against the failures and sentimentality which they thought had dominated the romantic period and believed that language which was simple, clear, and direct provided the most desirable vehicle.

Music during this period moved from the rigid formalism of the Neo-Classical period through the lush evocations of the Romantic Age.



GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to summarize the events leading to the French Revolution.

---

CONTENT OUTLINE:

- V. Later Modern Period (c. 1700-1919)
  - A. Europe through World War I
    - 1. The French Revolution
      - a) External influences
      - b) Domestic problems
      - c) Failure of attempted reforms under Louis XVI
      - d) Proximate causes
      - e) Events of the Revolution
      - f) The impact of the French Revolution
        - (1) Upon France
        - (2) Upon Europe

ACTIVITIES:

- A. Make a chart of major events leading to the attack on the Bastille.
- B. List events which lead to the French Revolution.
- C. Role play an aristocrat and a revolutionary peasant meeting to discuss their differences.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

\*OBJECTIVE: The student will be able to discuss Napoleon's contribution to law and government.

---

CONTENT OUTLINE:

2. Napoleon (1799)
  - a) Military campaigns
  - b) Major events
  - c) Accomplishments

ACTIVITIES:

- A. Write a brief summary of the Napoleonic Code.
- B. Write a newspaper article on Napoleon's first day on the island of Elba. Emphasize his past accomplishments.
- C. Draw a cartoon showing Napoleon's Continental System and his other accomplishments.

GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, evolution/revolution, ideology

OBJECTIVE: The student will be able to explain how the Metternich System led to a period of reaction and revolt in Europe.

---

CONTENT OUTLINE:

3. Political reorganization of Europe under Napoleon
  - a) The reconstruction of Italy
  - b) The reorganization of the Germanies
4. The Congress of Vienna
  - a) Organization and representation
    - (1) Quadruple Alliance
    - (2) Metternich and Talleyrand
    - (3) Czar Alexander and the Holy Alliance
  - b) Principles: Legitimacy and compensation
  - c) Factors ignored: Nationalism and liberalism
  - d) Congressional rearrangement of Europe
5. The Reactionary Period
  - a) The Metternich System
  - b) The Austrian Empire
  - c) France
  - d) England
  - e) The Concert of Europe
6. The Revolution of 1848-1849
  - a) The French Revolts of 1848
  - b) The Hapsburg Empire
  - c) Germany
7. The Second French Empire
8. The Unification of Italy
  - a) Italian nationalism
  - b) Unification
  - c) Wars of liberation and unification
9. The Unification of Germany
  - a) Leadership of Bismarck
  - b) Franco-Prussian War

ACTIVITIES:

- A. Make a chart of the revolution of 1848-1849 listing leaders, causes, and results.
- B. Make a poster showing the leaders of the Revolution of 1848-1849.
- C. Write a short paper comparing the views of liberals of the age of Metternich with the views of liberals today.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

\*OBJECTIVE: The student will be able to describe the Industrial Revolution.

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CONTENT OUTLINE:

10. Nationalism and liberalism
  - a) The rise of Romanticism
  - b) The Industrial Revolution
    - (1) Transportation
    - (2) Textile industry
    - (3) Factory system
    - (4) Social and economic impact
  - c) Trade unions
  - d) Marxism

ACTIVITIES:

- A. Chart the most important reasons for the Industrial Revolution
- B. Make a list of inventions developed during the Industrial Revolution.
- C. Create a password game using inventions developed during the Industrial Revolution.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to discuss the theory of mercantilism and its effect on expansion and colonialism.

---

CONTENT OUTLINE:

- 11. Expansion and Colonialism
  - a) The British Empire
  - b) France
  - c) Italy
  - d) Germany
  - e) Belgium
  - f) Portugal

ACTIVITIES:

- A. Make a poster showing the major European powers and the areas they sought to colonize.
- B. Create a chart which compares and contrasts the effects of mercantilism on various European countries.
- C. Role play an interview with the Foreign Minister of a major European country. Focus on his opinion of the theory, benefits, and disadvantages of mercantilism.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

\*OBJECTIVE: The student will be able to explain how the alliance system led to World War I.

---

CONTENT OUTLINE:

12. European Rivalries and World War I
  - a) Background causes of World War I
    - (1) Imperialism
    - (2) Militarism
    - (3) Nationalism
  - b) The alliance system
    - (1) Triple Alliance
    - (2) Triple Entente
  - c) Crises
    - (1) Africa
    - (2) Pacific
    - (3) Balkans

ACTIVITIES:

- A. Create a diagram of the alliance system after the Balkans War.
- B. Create an annotated time line describing the evolution of the alliance system after the Balkans War.
- C. Create a color coded map of Europe showing the countries involved in the Triple Alliance and the Triple Entente.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to describe the major events which took place in Western Europe during World War I.

---

CONTENT   LINE

ACTIVITIES

- d) Beginnings of World War I
  - (1) Events at Sarajevo
  - (2) Alliance system
- e) The war
  - (1) Central Powers
  - (2) Allied Powers
  - (3) War in Europe, 1914-1917
  - (4) War outside Europe, 1914-1917
  - (5) U.S. enters the war, 1917
  - (6) Russian Revolution, 1917
  - (7) Defeat of Central Powers

- A. Create an annotated timeline listing and describing the major military and political events World War I.
- B. Color code a map of the major military campaigns of World War I.
- C. Read and discuss accounts (newspaper, magazine, or novels) of the military campaigns during World War I.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Multiple causation, cause and effect, time perspective and chronology, historiography

OBJECTIVE: The student will be able to discuss the reasons why World War I was not the "war to end all wars."

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CONTENT OUTLINE:

13. The peace settlement of 1919
  - a) The Big Four
  - b) Wilson's Fourteen Points
  - c) Dividing the spoils
  - d) The new map of Europe and the world
  - e) Results of the war and treaty

ACTIVITIES:

- A. Write a report on the League of Nations.
- B. Create a chart of the long- and short-term results of World War I. Identify the impact that the war had on each country involved.
- C. Role play a German national in post-World War I. Discuss German discontent over the Treaty of Versailles with Woodrow Wilson.



GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

14. Romantic and Neoclassical art
  - a) Lord Burlington and William Kent
    - (1) Chiswick House, London
    - (2) 1725 A.D.
  - b) Jean-Auguste Ingres
    - (1) Odalisque
    - (2) Paris
    - (3) 1814 A.D.
  - c) Goya
    - (1) The Third of May
    - (2) Madrid
    - (3) 1808
  - d) Eugene Delacroix
    - (1) Greece Expiring on the Ruins of Missolonghi
    - (2) Bordeaux
    - (3) 1827 A.D.
  - e) Karl Langhans
    - (1) The Brandenburg Gate
    - (2) Berlin
    - (3) 1788 A.D.
  - f. Sir Charles Barry
    - (1) The Houses of Parliament
    - (2) London
    - (2) 1836 A.D.
  - g. Charles Garnier
    - (1) The Opera in Paris
    - (2) 1861 A.D.

ACTIVITIES:

(NOTE: The Content Outline contains an extensive list of classic works of literature and art from the Romantic, Neoclassic, and Later Modern Era. Use judgement in selecting representative examples from this list. For this course, it is not intended that students read or study all of the examples given. Cooperative projects with faculty members in the English Department and Art Departments is highly recommended for this section.)

- A. Research and report on one of the authors or artists listed in the Content Outline. Include oral readings of excerpts from the work selected.
- B. Write a brief research report on one of the authors or artists listed in the Content Outline.
- C. Find a synopsis of one of the works listed in the Content Outline. Prepare a brief oral report on the selected book which includes an excerpt. Discuss the excerpt with the class.

Alternate

- ABC. Present brief oral and written reports on the characteristics of Romantic, Neoclassical, and later Modern Art. Supplement the presentations with slides showing examples of art and excerpts

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

- h. Benjamin West
  - (1) The Death of General Wolfe
  - (2) 1707 A.D.
- i. Jacques Louise David
  - (1) The Death of Socrates
  - (2) France
  - (3) 1787 A.D.
- j. Theodore Gericault
  - (1) The Raft of the Medusa
  - (2) Paris
  - (3) 1818 A.D.

ACTIVITIES:

from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

ACTIVITIES:

15. Literature of the Later Modern Era

- a) M. G. Lewis
  - (1) The Monk
  - (2) 1796
- b) Wordsworth and Coleridge
  - (1) Lyrical Ballads
  - (2) 1798
- c) Wordsworth
  - (1) Prelude
  - (2) 1805
- d) Leigh Hunt
  - (1) The Examiner
  - (2) 1808
- e) Lord Byron
  - (1) English Bards and Scotch Reviewers, 1809
  - (2) Childe Harold, 1812
  - (3) Prisoner of Chillon, 1816
  - (4) Manfred, 1817
- f) Washington Irving
  - (1) Knickerbocker's History
  - (2) 1809
- g) W. Scott
  - (1) Lady of the Lake, 1810
  - (2) Ivanhoe, 1820

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

ACTIVITIES:

- h) J. Austen
  - (1) Sense and Sensibility, 1811
  - (2) Pride and Prejudice, 1813
- i) Samuel Coleridge
  - (1) Christabel, 1816
  - (2) Biographia Literaria, 1817
- j) Mary Shelley
  - (1) Frankenstein, 1817
  - (2) Prometheus Unbound, 1820
- k) William Bryant
  - (1) Thanatopsis
  - (2) 1817
- l) John Keats
  - (1) Endymion
  - (2) 1818
- m) James F. Cooper
  - (1) Pioneers, 1823
  - (2) Last of the Mohicans, 1826
- n) John J. Audubon
  - (1) Birds of America
  - (2) 1828
- o) John Webster
  - (1) An American Dictionary
  - (2) 1828
- p) R. Lyell
  - (1) Principles of Geology
  - (2) 1830

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

ACTIVITIES:

- q) Thomas Carlyle
  - (1) Sartor Resartus, 1833
  - (2) Past and Present, 1843
- r) Ralph Waldo Emerson
  - (1) Nature, 1836
  - (2) The American Scholar, 1837
- s) Charles Dickens
  - (1) Oliver Twist, 1837
  - (2) David Copperfield, 1849
  - (3) Hard Times, 1854
- t) John Greenleaf Whittier
  - (1) Poems
  - (2) 1837
- u) John Ruskin
  - (1) Modern Painters, 1843
  - (2) Stones of Venice, 1851
- v) George Sand
  - (1) Lucrezia Floriane
  - (2) 1846
- w) E. Bronte
  - (1) Wuthering Heights
  - (2) 1845
- x) C. Bronte
  - (1) Jane Eyre
  - (2) 1847
- y) Longfellow
  - (1) Evangeline
  - (2) 1847

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

ACTIVITIES:

- z) W. Thackeray
  - (1) Vanity Fair
  - (2) 1847
- aa) John Stuart Mill
  - (1) Political Economy
  - (2) 1848
- bb) Thomas Macaulay
  - (1) History of England
  - (2) 1848
- cc) Karl Marx
  - (1) Communist Manifesto, 1848
  - (2) Das Kapital, 1867
- dd) Elizabeth Browning
  - (1) Sonnets from the Portuguese
  - (2) 1850
- ee) Alfred Tennyson
  - (1) In Memoriam
  - (2) 1850
- ff) Nathaniel Hawthorne
  - (1) Scarlet Letter, 1850
  - (2) House of the Seven Gables, 1851
- gg) Herman Melville
  - (1) Moby Dick
  - (2) 1851
- hh) Harriet Beecher Stowe
  - (1) Uncle Tom's Cabin
  - (2) 1852
- ii) Henry David Thoreau
  - (1) Walden
  - (2) 1854

311

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

ACTIVITIES:

- jj) Walt Whitman
  - (1) Leaves of Grass
  - (2) 1855
- kk) Gustave Flaubert
  - (1) Madame Bovary
  - (2) 1856
- ll) Charles Darwin
  - (1) Origin of the Species, 1859
  - (2) The Descent of Man, 1871
- mm) John Stuart Mill
  - (1) On Liberty
  - (2) 1859
- nn) Victor Hugo
  - (1) Les Miserables
  - (2) 1862
- oo) Herbert Spencer
  - (1) First Principles
  - (2) 1862
- pp) Abraham Lincoln
  - (1) "Gettysburg Address"
  - (2) 1863
- qq) John Henry Newman
  - (1) Apologia Pro Vita Sua
  - (2) 1864
- rr) Matthew Arnold
  - (1) Essays in Criticism
  - (2) 1865
- ss) F. Dostoyevsky
  - (1) Crime and Punishment
  - (2) 1866

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

ACTIVITIES:

- tt) L. Tolstoy
  - (1) War and Peace
  - (2) 1869
- uu) Samuel Butler
  - (1) Erewhon
  - (2) 1872
- vv) Matthew Arnold
  - (1) Literature and Dogma
  - (2) 1873
- ww) Walter Pater
  - (1) Studies in the Renaissance
  - (2) 1873
- xx) Thomas Hardy
  - (1) Far from the Madding Crowd, 1874
  - (2) Return of the Native, 1878
  - (3) Mayor of Casterbridge, 1886
- yy) J.S. Mill
  - (1) Autobiography
  - (2) 1874
- zz) Mark Twain
  - (1) Tom Sawyer, 1876
  - (2) Huckleberry Finn, 1884
  - (3) Life on the Mississippi, 1883
- aaa) Henry James
  - (1) The American
  - (2) 1877
- bbb) H. Ibsen
  - (1) A Doll's House
  - (2) 1879

315



GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

ACTIVITIES:

- ccc) Nietzsche
  - (1) Thus Spoke Zarathustra
  - (2) 1883-1892
- ddd) Sir Arthur Conan Doyle
  - (1) Adventures of Sherlock Holmes
  - (2) 1891
- eee) William Dean Howells
  - (1) Criticism and Fiction
  - (2) 1891
- fff) Oscar Wilde
  - (1) The Picture of Dorian Gray
  - (2) 1891
- ggg) Stephen Crane
  - (1) Maggie: A Girl of the Streets, 1893
  - (2) The Red Badge of Courage, 1895
- hhh) G. B. Shaw
  - (1) Arms and the Man
  - (2) 1894
- iii) H. G. Wells
  - (1) The Time Machine, 1895
  - (2) War of the Worlds, 1898
- jjj) Sigmund Freud
  - (1) Interpretation of Dreams
  - (2) 1900
- kkk) Joseph Conrad
  - (1) Lord Jim
  - (2) 1900
- lll) Theodore Dreiser
  - (1) Sister Carvie
  - (2) 1900

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

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CONTENT OUTLINE:

- mmm) B. T. Washington
  - (1) Up From Slavery
  - (2) 1901
- nnn) Paul Lawrence Dunbar
  - (1) The Sport of the Gods
  - (2) 1902
- ooo) W. B. Yates
  - (1) Cathleen Ni Houlihan
  - (2) 1902
- ppp) W. E. B. Du Bois
  - (1) The Souls of Black Folk
  - (2) 1903
- qqq) Jack London
  - (1) Call of the Wild
  - (2) 1903
- rrr) Upton Sinclair
  - (1) The Jungle
  - (2) 1906
- sss) G. B. Shaw
  - (1) Pygmalion
  - (2) 1912
- ttt) Robert Frost
  - (1) A Boy's Will, 1913
  - (2) North of Boston, 1914
- uuu) D. H. Lawrence
  - (1) Sons and Lovers
  - (2) 1913
- vvv) Vachel Lindsay
  - (1) General William Booth, 1913
  - (2) Enters Heaven, 1913

ACTIVITIES:

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature of the Romantic, Neoclassical, and later modern periods.

---

CONTENT OUTLINE:

ACTIVITIES:

- www) Marcel Proust
  - (1) A Remembrance of Things Past
  - (2) 1913
- xxx) E. L. Masters
  - (1) Spoon River Anthology
  - (2) 1915
- yyy) Somerset Maugham
  - (1) Of Human Bondage
  - (2) 1915
- zzz) James Joyce
  - (1) Portrait of the Artist as a Young Man
  - (2) 1916
- aaaa) T. S. Elliot
  - (1) The Love Song of J. Alfred Prufrock
  - (2) 1917
- bbbb) E. Remarque
  - (1) All Quiet on the Western Front
  - (2) 1929
- cccc) Sean O'Casey
  - (1) The Plough and the Stars
  - (2) Juno and the Paycock
  - (3) Shadow of a Gunman

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Realism, Impressionism, and Cubism.

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CONTENT OUTLINE:

16. Realism and Impressionism
  - a) The Stone Breakers
    - (1) Gustave Corbet
    - (2) Dresden
    - (3) 1849
  - b) A Bar at the Folies-Bergere
    - (1) Edouard Manet
    - (2) London
    - (3) 1881
  - c) Le Moulin De La Galette
    - (1) Auguste Renoir
    - (2) Parish
    - (3) 1876
  - d) Prima Ballerina 1876
    - (1) Edgar Degas
    - (2) Paris
    - (3) 1876
  - e) Water Lilies, Giverny
    - (1) Claude Monet
    - (2) London
    - (3) 1907
  - f) Wheat Fields and Cypress Trees  
Vincent Van Gogh
  - g) Arrangement in Black and White
    - (1) James Whistler
    - (2) Paris
    - (3) 1871

ACTIVITIES:

- ABC. Present brief oral and written reports on the characteristics of Realism, Impressionism, and Cubism. Supplement the presentations with slides showing examples of art and excerpts from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the Louisiana Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of Realism, Impressionism, and Cubism.

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CONTENT OUTLINE:

17. Cubistic Art

- a) Les Demoiselles D'Avignon
  - (1) Pablo Picasso
  - (2) New York
  - (3) 1906
- b) Ambroise Vollard
  - (1) Pablo Picasso
  - (2) Moscow
  - (3) 1909
- c) Guernica
  - (1) Pablo Picasso
  - (2) New York
  - (3) 1937
- d) Brooklyn Bridge
  - (1) Joseph Stella
  - (2) Yale University, New Haven
  - (3) 1917
- e) The Thinker
  - (1) Auguste Rodin
  - (2) New York
  - (3) 1879

ACTIVITIES:

ABC. Present brief oral and written reports on the characteristics of Realism, Impressionism, and Cubism. Supplement the presentations with slides showing examples of art and excerpts from a few of the works listed in the content outline. Examine the themes, subjects, and topics used by the artists, writers, and architects.

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GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

\*OBJECTIVE: The student will be able to analyze the causes of the American Revolution.

---

CONTENT OUTLINE:

- B. U. S. through World War I
  - 1. European settlements
    - a) Spanish
      - (1) Florida
      - (2) Southwest
    - b) French: Louisiara
    - c) English: Atlantic Coast
  - 2. American independence
    - a) Causes of the American Revolution
      - (1) Economic
      - (2) Political
      - (3) Social

ACTIVITIES:

- A. Role play a member of the Continental Congress and a member of Parliament discussing the causes of the American Revolution.
- B. Draw cartoons depicting causes of the American Revolution.
- C. Write a letter from an American colonist to a relative in London explaining reasons for American discontent with British colonial policies.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to analyze the strengths and weaknesses of the Articles of Confederation.

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CONTENT OUTLINE:

3. Formation of a government
  - a) The Articles of Confederation
  - b) Constitution of the United States

ACTIVITIES:

- A. Construct a bulletin board comparing the strengths and weaknesses of the Articles of Confederation. Create a column which allows for a comparison of the United States Constitution.
- B. Complete a chart identifying the weaknesses under the Articles of Confederation and the improvements achieved under the Constitution.
- C. Conduct a "McNeil/Lehrer Report" kind of program on one aspect of the proposed Constitution. The report could include interviews with Madison, Hamilton, or Jay.

GENERALIZATION: Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

CONCEPTS: Historiography, time perspective and chronology

OBJECTIVE: The student will be able to list and explain the acquisition of western territories.

---

CONTENT OUTLINE:

4. The early 1800's
  - a) Political implications
  - b) Westward expansion
  - c) Immigration

ACTIVITIES:

- A. Draw a transparency map with overlays showing the acquisition of western territories using a chart with appropriate information to accompany the maps.
- B. Using an outline map construct a legend indicating the acquisition of territories.
- C. As a newspaper reporter accompanying the Lewis and Clark expedition, write a series of dispatches describing the progress of the expedition.



GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to discuss how sectionalism led to secession.

---

CONTENT OUTLINE:

- 5. Sectionalism
  - a) Political differences
  - b) Social differences
  - c) Economic differences
- 6. Secession

ACTIVITIES:

- A. Conduct a mock interview with a southern plantation owner explaining the need for slavery in the South. For contrast, interview an abolitionist.
- B. Construct a map indicating the products associated with major regions of the United States during the period just before the Civil War.
- C. Conduct a "Point/Counter-Point" dialogue between John C. Calhoun and Daniel Webster.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to describe the major events of the American Civil War.

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CONTENT OUTLINE:

7. The Civil War
  - a) The election of 1860
  - b) Major military events
  - c) Factors in the defeat of the Confederacy
  - d) Results

ACTIVITIES:

- A. Simulate a meeting of southern political leaders as they discuss plans for secession.
- B. Conduct a field trip to a Civil War battle-field/museum, for example, Ft. Hudson, Vicksburg, Confederate Museum, and so forth.
- C. Role play a situation in which a family is split over which side to join in the Civil War.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to analyze the social, political, and economic impact of the Civil War on the United States, particularly on the South.

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CONTENT OUTLINE:

8. Reconstruction

ACTIVITIES:

- A. Have two groups of students within the class discuss the political, economic, and social impact of Reconstruction on the North and the South.
- B. Write a series of short want ads by a freedman, a war veteran, or a former plantation overseer seeking employment after the Civil War.
- C. Compile a list of publications concerning Reconstruction in Louisiana. Examine such things as books (Reconstruction in Louisiana Joe Gray Taylor), magazines (American History Illustrated or Civil War Times), journals (Louisiana History Journal), diaries, and so forth. Examine and report on these sources.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to discuss the importance of industrialization, immigration and the labor movement during the nineteenth century.

---

CONTENT OUTLINE:

9. The late 1800's
  - a) Industrialization
  - b) Labor movement
  - c) Immigration

ACTIVITIES:

- A. Construct a chart that visually depicts the products of the United States.
- B. Draw a series of cartoons depicting aspects of the early labor movement, immigration, or industrialization.
- C. Using Thomas Nast cartoons or excerpts from Upton Sinclair's The Jungle, write an analysis of the impact that they have had on the American public during this period.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to list the major imperialistic acquisitions of the United States.

---

CONTENT OUTLINE:

- 10. Imperialism
- 11. Isolationism

ACTIVITIES:

- A. Role play interviews with residents of territories acquired by the United States during the late nineteenth century. Conduct the interviews with small groups within the class. Focus the discussions on the attitudes of the territorial residents. Compare and contrast the views of the various residents.
- B. On an outline map, indicate American overseas possessions between 1896 and 1917.
- C. Conduct a case study of the American acquisition of the Hawaiian Islands. Conduct the study from the perspective of a Hawaiian nobleperson (Queen Liliuokalani), an American missionary, a Congressman, and American businessman, and an American diplomat assigned to the islands.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to summarize America's involvement in World War I.

---

CONTENT OUTLINE:

- 12. World War I
  - a) Causes for the United States' entry into the war
  - b) American contributions to war effort
  - c) Wilson's contributions to peace effort

ACTIVITIES:

- A. Create a diagram demonstrating the European alliance system, and how that system caused the involvement of the major European nations in World War I. Then develop a chronology of the events which caused the United States to become involved in the war.
- B. Show a movie about World War I such as "All Quiet on the Western Front," "Johnny Got His Gun," or "Gallipoli."
- C. Role play the Big Four at the Peace Conference. Compare student-generated terms with the actual armistice terms.

GENERALIZATION: Leadership of certain individuals has had a profound influence on the course of history.

CONCEPTS: Multiple causation, cause and effect, leadership

OBJECTIVE: The student will be able to identify major Canadian explorers and the regions they explored.

---

CONTENT OUTLINE:

- C. Canada through World War I
  - 1. The Canada Act of 1791
  - 2. Explorers
    - a) Alexander MacKenzie
    - b) David Thompson
    - c) Simon Fraser
  - 3. Moving toward self-rule

ACTIVITIES:

- A. Create a geographic puzzle of Canada that the has to be pieced together. The pieces should be associated with the major explorers.
- B. List the major Canadian explorers on a chart. Indicate the areas they explored, dates of exploration, countries for whom they explored, and so forth.
- C. Write a set of journal entries of one of the Canadian explorers. Emphasize how cold the Canadian weather is as compared with that of Louisiana. Focus on the environment.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVE: The student will be able to trace the development of Canadian self-rule through five major events.

---

CONTENT OUTLINE:

4. Canadian Self-Rule
  - a) War of 1812
  - b) Canadian Revolt: 1837
  - c) Durham Report: 1839
  - d) The Union Act: 1840
  - e) British North American Act: 1867

ACTIVITIES:

- A. Construct a chart listing the evolution of Canadian self-rule. Note especially how the French and English cultures were accommodated within the movement.
- B. Design a simple time line of the major events facilitating the development of Canadian self-rule.
- C. Contrast the Canadian movement toward self-rule with the Latin American nationalist movements through interviews with major figures in the movements in each area.



GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to outline the basic structure of the Canadian government.

---

CONTENT OUTLINE:

- 5. Canadian cabinet and governmental system
  - a) Parliamentary process
  - b) Provincial governments

ACTIVITIES:

- AB. Create a chart comparing and contrasting Canadian government and United States government.
- C. Simulate a Canadian parliamentary discussion of a major issue such as acid rain caused by United States industries along the Canadian border. Compare the parliamentary procedure used by the Canadians with the procedure used by the U.S. Congress to address a similar issue.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

\*OBJECTIVE: The student will be able to outline the reasons for the independence movement of Spanish American and the subsequent failures of unification.

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CONTENT OUTLINE:

- D. Independence movement of Spanish America
  - 1. Leadership of the creoles
  - 2. Role of the mestizos
  - 3. Influence of American and French Revolutions
  - 4. South American Independence
    - a) Leaders: Caudillos (Strongman precedent)
      - (1) Miranda
      - (2) Bolivar
      - (3) San Martin
    - b) Argentina (1810)
    - c) Venezuela (1811)
    - d) Chile (1818)
    - e) Columbia (1819)
    - f) Ecuador (1819): Modern
    - g) Panama (1819): Modern
    - h) Brazil (1821)
    - i) Peru (1824)
    - j) Bolivia (1824)
    - k) Bolivar's failure to unite Latin America
      - (1) Finance
      - (2) Power struggle
      - (3) Ambition

ACTIVITIES:

- A. Create a chart listing the reasons for the independence movement in Spanish America. Include a time line denoting the years when each Latin American country achieved independence.
- B. Write letters to the consulates of various Latin American countries requesting information on leaders of their colonial revolutions.
- C. Prepare two overlay maps illustrating Spain's possessions in the Western Hemisphere before and after the colonial wars.

GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, change, evolution/revolution

OBJECTIVES: The student will be able to trace the evolution of Mexican democracy from independence through the emergence of the National Revolutionary Party.

---

CONTENT OUTLINE:

5. Mexican revolutionary struggle
  - a) Beginning of the national period
    - (1) Indian revolt of 1810
    - (2) Independence - Iturbide
  - b) End of the republic
    - (1) Rule of Santa Anna (1832-1855)
      - (a) Boundary disputes with the United States
      - (b) Mexican-American War (1846-1847)
      - (c) Loss of territory
      - (d) Gadsden Purchase
      - (e) Economic decline
    - (2) Resignation of Santa Anna
  - c) Restoration of the federal system
    - (1) Adoption of new, liberal constitution
    - (2) Church land holdings broken up

ACTIVITIES:

- A. Following brief library research, role play various personalities involved in the evolution of Mexican democracy.
- B. Develop a time line denoting significant events in the development of Mexican democracy.
- C. Prepare an overlay map contrasting the territory of the Mexican nation at the beginning and end of Santa Anna's rule.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to discuss ethnicity and the class struggle in Mexico from the beginning of the national period through the establishment of the National Revolutionary Party.

---

CONTENT OUTLINE:

- e) Mexico enters new era of progress
  - (1) Juarez
  - (2) Land reforms
  - (3) Improving human conditions
- f) Diaz
  - (1) Diaz dictator (1877-1910)
  - (2) Corruption reigns
- g) Revolution of 1910
  - (1) Madero deposes Diaz
  - (2) Huerto seizes power
- h) Civil War (1913)
  - (1) Coalition of Villa, Carranza, and Zapata
  - (2) Carranza restoring order
  - (3) Villa raids
  - (4) Zimmerman Affair
- i) Constitution of 1917
  - (1) Land redistribution
  - (2) Stability
  - (3) Mestizos political dominance

ACTIVITIES:

- A. Make a pyramid poster contrasting the class and ethnic levels of power during the National Period and establishment of the National Revolutionary Party.
- B. Make a collage portraying various class levels in the United States and compare and contrast with those of Mexico.
- ABC. Role play a television feature reporter assigned to cover Pancho Villa and Emiliano Zapata during the Mexican Revolution. Write an account of your impressions and report to the class on the "Six O'Clock-Eyewitness News."

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time and chronology, historiography

OBJECTIVE: The student will be able to explain the major tenets of the Monroe Doctrine.

---

CONTENT OUTLINE:

- d) France attempts to establish an empire in Mexico
  - (1) Napoleon makes Maximilian emperor
  - (2) Monroe Doctrine
  - (3) United States/Mexico force French out

ACTIVITIES:

- A. Draw and caption a political cartoon pertaining to the Monroe Doctrine.
- B. Construct a time line showing instances in which the Monroe Doctrine has be used in the 19th century.
- C. Read the text of the Monroe Doctrine and discuss its implications and ramifications.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to identify the major events in the Central American independence movement.

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CONTENT OUTLINE:

6. Central American independence
  - a) 1821 Declaration of Independence
  - b) United Provinces of Central America
    - (1) Guatemala
    - (2) Nicaragua
    - (3) Honduras
    - (4) El Salvador
    - (5) Costa Rica

ACTIVITIES:

- A. Create a collage depicting the independence movement in Latin America. Create individual elements in the collage representing each country.
- B. Create a bulletin board display depicting the independence movement in Latin America. Send requests for information about the independence movement to each country's consulate or embassy. Use the information gathered to enrich the display.
- C. Invite a resource speaker to talk on the independence movement in Latin America. Exchange students or newly arrived immigrants from a Latin American country would be useful resource people.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to explain early imperialism and dollar diplomacy in the Caribbean and in Central America.

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CONTENT OUTLINE:

- 6. (Continued)
- c) Dollar diplomacy
- d) Imperialism

ACTIVITIES:

- ABC. Bring in various products from Latin American countries and display them. Supplement the display with graphs and charts showing the economic importance of these items to the respective countries. Conduct a group discussion of the importance of the American market for these products and the involvement of American business with the products.
- ABC. Conduct a "point/counter-point" presentation on American involvement in Latin America. One point of view should be that of a Latin American nationalist and the other should be that of an American international businessman.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to report the major influences on Caribbean independence.

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CONTENT OUTLINE:

7. Independence in the Caribbean
  - a) Liberation of Haiti (1804)
    - (1) Toussaint L'Ouverture
    - (2) Foreign investment dominance
    - (3) Instability (1804-1815)
    - (4) United States occupation (1815-1934)
  - b) Santo Domingo (1821)
    - (1) Revolutions
    - (2) Economic problems
    - (3) Foreign control

ACTIVITIES:

- ABC. Conduct a group presentation on the independence movement in the Caribbean area. Members of the group should conduct case studies of the leaders of the movement, philosophical reasons used to justify revolts, and the condition which allowed the movement to succeed.
- B. Construct an illustrated time line of the events in the Caribbean independence movement. Place pictures of the leaders, principal events, and so forth, on line at the appropriate place.



GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to enumerate the possible reasons for the Spanish-American War.

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CONTENT OUTLINE:

- 7. (Continued)
  - c) Puerto Rico
    - (1) Self-rule gained from Spain
    - (2) Spanish-American War saw island become United States possession
  - d) Cuba
    - (1) Revolution of 1895
      - (a) Jose Marti
      - (b) Antonio Maceo
    - (2) Maine incident
    - (3) Spanish-American War (1898)
    - (4) Cuban independence (1902)
    - (5) Roosevelt corollary

ACTIVITIES:

- A. Print a series of newspaper headlines giving reasons for the Spanish-American War. Create headlines which reflect both the American and Spanish perspectives. Use both sets of headlines to initiate a class discussion of the reasons.
- B. Create a collage depicting the Spanish-American War. Elements of the collage should include illustrations of the reasons for the war.
- C. Role play a newspaper reporter writing the initial story on the sinking of the "Maine." Write the story with appropriate headlines from these three perspectives: those of an American reporter, a Cuban reporter, and a Spanish reporter.

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to identify the reasons for European interest in Africa.

---

#### COURSE OUTLINE

- I. Africa: Explored and divided
  - 1. Lack of initial interest
    - a) The "Dark Continent" concept
    - b) Interest in the East - Lack of interest on the part of the Portuguese
    - c) The long voyage around Africa
  - 2. Attitude changes
    - a) Dutch East India Company
    - b) South African weather and good agricultural soil
    - c) European economic interest: Gold, ivory, diamonds, land
    - d) Boers: Dutch farmers

#### ACTIVITIES

- A. Role play a travel agent encouraging tourists to Africa. Develop a brochure that will attract European visitors to a selected area of Africa.
- B. On an outline map of Europe and Africa, label the natural resources in Africa that were of interest to European nations. Demonstrate the trade relations between the European nations and Africa, using color coded lines.
- C. Conduct a case study of Sir Cecil Rhodes as an example of European economic imperialism. Evaluate the concept of economic imperialism in Africa through this case study.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to identify important advantages and disadvantages of the Stanley-Livingstone expedition into Africa.

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#### COURSE OUTLINE

- e) The African slave trade
- f) The importance of Henry Stanley and David Livingstone

#### ACTIVITIES

- A. Write journal entries for Henry Stanley or David Livingstone. Create journal entries of both favorable and unfavorable observations. Based on these entries, write a letter to a friend in Europe discussing the advantages and disadvantages of the expedition.
- BC. Role play the meeting of Livingstone and Stanley. Include the trading of stories between the two explorers.

GENERALIZATION: Geographic factors have influenced historical events.

CONCEPTS: Multiple causation, cause and effect, geographic history

OBJECTIVE: The student will be able to identify the geographic areas controlled by European powers and explain how this exploration contributed to Africa's problems and divisions.

---

#### COURSE OUTLINE

- g) European Nations divide Africa
  - (1) France: Algeria, Morocco, Tunis, North Africa, etc.
  - (2) England: Cape Town, Egypt, Sudan, etc.
  - (3) Belgium: Congo
  - (4) Portuguese: Angola, Mozambique, Guinea
  - (5) Germany: Southwest Africa, East Africa
  - (6) Italy: Libya, Somaliland, Eritrea
  - (7) Independent areas of Africa

#### ACTIVITIES

- A. Write brief reports on the "Belgian Congo" as an example of European colonization in Africa.
- B. On an outline map of Africa, shade in the areas controlled by various European powers. Make a legend to complement the map.
- C. List problems Africans experienced as a result of European exploration. Use the list of problems as a basis for a class discussion. Encourage students to use their texts and other references to support their viewpoints.

371

370

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify the examples of African art.

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#### COURSE OUTLINE

- h. African Art
  - (1) Hornblower, Bronze
    - (a) Benin, Nigeria
    - (b) 1500's
  - (2) Guardian Figure
    - (a) Bakota, Gabon
    - (b) 1900's
  - (3) Male Portrait Head
    - (a) Ife, Nigeria
    - (b) 1900's

#### ACTIVITIES

ABC. Present brief oral reports on the characteristics of African art. Supplement the presentations with a slide presentation showing examples of African art. Examine the themes, subjects, and topics used by the artist. Invite the art teacher to give additional information about the area.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the Louisiana Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze foreign influences on China.

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#### CONTENT OUTLINE

- F. China through World War I
  - 1. Western influences
    - a) Opium War: 1839 - Hong Kong given to Britain
    - b) Open Door policy
    - c) Boxer Rebellion: 1900

#### ACTIVITIES

- A. Produce an editorial cartoon on one of the following issues: the queue, Boxer Rebellion, Opium War. The cartoon should present the Chinese point of view.
- B. Create a series of maps identifying areas of China in which European countries had "treaty ports."
- C. Write a feature story on the Nanking Treaty between China and Great Britain. Examine the historical context, practical advantages, and future of Hong Kong under this treaty.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to analyze foreign influences on China.

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CONTENT OUTLINE

- d) Jesuits introduce Christianity
- 2. Manchu dynasty (Ch'ing) (1644 - 1911)
  - a) Manchu and Chinese kept apart
  - b) Wearing of queue: long "pigtail"  
worn by adult males
  - c) Extended the empire: Korea, North  
Vietnam, Burma, and Thailand

ACTIVITIES

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to trace the development of Australia from the earliest colonial period to the present.

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#### CONTENT OUTLINE

- G. Australia through World War I
  - 1. Australia: Exploration
    - a) Dutch: 1606
    - b) English: 1770
  - 2. Later development
    - a) Shipload of convicts: 1788
    - b) Free settlers: 1793
    - c) Self-government: 1850
    - d) Gold discovered: 1851
  - 3. Commonwealth status: 1901
  - 4. Involvement in World Wars I and II

#### ACTIVITIES

- A. Create an annotated time line of the history of Australia. Highlight events and people who have been significant in the history of Australia from the colonial period to the present.
- B. Create an collage depicting the history of Australia. Feature important events and personalities in its history.
- C. Compare the United States with Australia with respect to the following areas: Treatment of native populations, immigration policies, settlement, character of the people, ethnic colonists, role within their geographic region, etc.



GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to describe and analyze recent political developments in India.

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#### CONTENT OUTLINE

H. Unrest in India through World War I

1. Political turmoil
2. Religious conflict
3. Overpopulation

#### ACTIVITIES

ABC. Have one group of students (B's) collect pictures and basic information about India which another group (A's) can compile into a scrapbook that a third group (C's) will use as an exhibit in a travel commercial for India.

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Evolution/revolution, change

OBJECTIVE: The student will be able to analyze the influence of European colonization on Indian independence.

---

#### CONTENT OUTLINE

1. Indian independence movement
  - a) Mohandas Gandhi
  - b) Religious conflict

#### ACTIVITIES

- A. Write a newspaper article on Indian independence. Decide whether you will write for the "London Times" or the "New Delhi Daily." Note the different perspective on each story.
- B. Chart the involvement of European nations in India. List the country, period of involvement, area(s) occupied, and impact on cultural, political, and/or economic change in India.
- C. Do comparative case studies of civil disobedience in India and the United States as reflected by the actions of Mohandas Gandhi, Henry David Thoreau, and Dr. Martin Luther King, Jr.

## UNIT VI

### The Inter-War Period and World War II

This unit encompasses the period 1920 through 1945, from the end of World War I to the end of World War II. The first theme of this unit deals with the causes and disastrous world-wide effects of the Great Depression, which led, in great part, to a loss of faith in liberal, democratic, capitalistic systems. In various areas of Western Europe, Japan, China, and Latin America, extreme political forms such as Italian, Fascism, German Nazism, Japanese National Militarism, and Communism found adherents. World War II was the result of a series of aggressive actions by the Axis powers of Italy, Germany, and Japan involving all areas of the world and all peoples. The causes of World War II and its effects are covered in this unit. Emphasis is placed on the moral question of personal responsibility versus the demands of the State.

The style of Frank Lloyd Wright greatly influenced architecture of the period. In art there were two major styles: Surrealism and Abstract. Surrealism was developed out of exploration of the human mind and psychoanalysis. The dream state was the realm of the surrealist. Abstract painting used intrinsic form with little or no attempt at pictorial representation.

Modernism in literature involved a distinctive kind of imagination, often infusing within the work a sense of alienation, loss, and despair. It rejected not only history but also traditional values and the rhetoric by which they were communicated. Furthermore, the literature elevated the individual and the inner being over the social being, and preferred the unconscious to the self-conscious. In many respects it was anti-intellectual, celebrating passion and will over reason and thrived on experimentation with form, symbol, and myth.

In serious music there was much experimentation especially with forms, scales, and the use of jazz rhythms. There was an explosion in popular music due to the growing number of radios and talking movies.

**GENERALIZATION:** The motivating factors in human achievement have been either ideological or materialistic.

**CONCEPTS:** Multiple causation, cause and effect, ideology

**\*OBJECTIVE:** The student will be able to outline the problems brought about by the Great Depression and the New Deal programs used to counter the Great Depression.

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**CONTENT OUTLINE:**

- VI. The Inter-war period and World War
  - A. The U.S. during the Inter-war period
    - 1. Return to isolationism
    - 2. Conservatism
    - 3. The Great Depression
    - 4. The New Deal

**ACTIVITIES:**

- A. Compose class newspaper articles covering events and problems during the Great Depression. Compare these articles with some that were produced during that period.
- B. Play some Depression Era songs such as "Brother, Can You Spare a Dime." Analyze the lyrics and discuss how they reflected the times.
- C. Conduct an oral interview with a person who lived during the Great Depression. Ask the resource person to describe the period.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art of the Inter-war period.

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CONTENT OUTLINE:

- B. Literature of the Period
  - 1. F.S. Fitzgerald
    - a. This Side of Paradise, 1920
    - b. The Great Gatsby, 1925
  - 2. T.S. Eliot
    - a. The Waste Land
    - b. 1922
  - 3. James Joyce
    - a. Ulysses
    - b. 1922
  - 4. F.S. Forster
    - a. A Passage to India
    - b. 1924
  - 5. Andre Gide
    - a. The Counterfeiters
    - b. 1925
  - 6. Franz Kafka
    - a. The Trial
    - b. 1925
  - 7. Theodore Dreiser
    - a. An American Tragedy
    - b. 1925
  - 8. Adolf Hitler
    - a) Mein Kampf
    - b) 1925
  - 9. Ernest Hemingway
    - a) The Sun Also Rises, 1926
    - b) A Farewell to Arms, 1929
    - c) For Whom the Bell Tolls, 1940

ACTIVITIES:

- A. Read and report on one of the authors listed in the Content Outline. Include reference to excerpts or short portions of the work selected.
- B. Write a brief research report on one of the authors or artists listed in the Content Outline.
- C. Select an excerpt from one of the books listed in the Content Outline. Write and present to the class a brief analysis of the excerpts and why it was selected.

(NOTE: The Content Outline contains an extensive list of classic works of literature and architecture from the Inter-war period. Use judgment in selecting representative examples from this list. For this course, it is not intended that students read or study all of the examples given. Cooperative projects with faculty members in the English Department is recommended for this section.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art in the Inter-war period.

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CONTENT OUTLINE:

ACTIVITIES:

10. Virginia Woolf
  - a) To the Lighthouse
  - b) 1927
11. James Weldon Johnson
  - a) God's Trombones
  - b) 1927
12. D. H. Lawrence
  - a) Lady Chatterley's Lover
  - b) 1928
13. W. Faulkner
  - a) The Sound and the Fury
  - b) 1929
14. Thomas Wolfe
  - a) Look Homeward Angel, 1929
  - b) You Can't Go Home Again, 1940
15. A. Huxley
  - a) Brave New World
  - b) 1932
16. John Dos Passos
  - a) 1919
  - b) 1932
17. J. Steinbeck
  - a) Grapes of Wrath, 1932
  - b) Of Mice and Men
18. Studs Turkel: Hard Times
19. Richard Wright
  - a) Native Son, 1940
  - b) Black Boy, 1945
20. Evelyn Waugh
  - a) Brideshead Revisited
  - b) 1945

391

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art in the Inter-war period.

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CONTENT OUTLINE:

ACTIVITIES:

21. Albert Speer: Inside the Third Reich
22. K.A. Porter: Ship of Fools
23. Anne Frank: Diary of a Young Girl
- C. Realist School of Art
  1. Poor Room
    - a) Ivan Albright
    - b) Chicago
    - c) 1941
  2. The Passion of Sacco and Vanzetti
    - a) Ben Shahn
    - b) New York
    - c) 1931
  3. Modern Migration of the Spirit
    - a) Jose Orozco
    - b) New Hampshire
    - c) 1932
  4. Echo of a Scream
    - a) David Siqueiros
    - b) New York
    - c) 1937
  5. Bull's Head
    - a) Pablo Picasso
    - b) Paris
    - c) 1943
  6. The Shepherd
    - a) Pablo Picasso
    - b) Paris
    - c) 1944

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art in the Inter-war period.

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CONTENT OUTLINE:

ACTIVITIES:

7. Woman with a Mirror
  - a) Julio Gonzalez
  - b) Paris
  - c) 1936
8. Cactus Man I
  - a) Julio Gonzalez
  - b) Paris
  - c) 1939
9. Administration Building
  - a) S.C. Johnson Company
  - b) Frank Lloyd Wright
  - c) Wisconsin
  - d) 1936
- D. Surrealism and Abstractism
  1. The Persistence of Memory
    - a) Salvador Dali
    - b) New York
    - c) 1931
  2. Inventions of the Monsters
    - a) Salvador Dali
    - b) Chicago
    - c) 1937
  3. Tableau
    - a) Pite Mondrian
    - b) Zurich
    - c) 1921
  4. Woman in the Garden
    - a) Pablo Picasso
    - b) Paris
    - c) 1929



GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify examples of literature and art in the Inter-war period.

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CONTENT OUTLINE:

5. Bust of a Warrior
  - a) Pablo Picasso
  - b) Paris
  - c) 1933
6. Entrance to the City
  - a) Paul Delvaux
  - b) Brussels
  - c) 1940
7. The Labyrinth
  - a) Andre Masson
  - b) Paris
  - c) 1938
8. Nude with Mirror
  - a) Joan Miro
  - b) New York
  - c) 1919
9. Two Ambiguous Figures
  - a) Max Ernst
  - b) New York
  - c) 1919
10. Composition
  - a) Jean Arp
  - b) Philadelphia
  - c) 1937

ACTIVITIES:

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to analyze Japanese imperialism.

---

#### CONTENT OUTLINE

- E. Japan during the Inter-war period
  - 1. Taisho period: 1912-1926
    - a) World War I: Japan declared war on Germany
    - b) Japanese territorial expansion
      - (1) Land
      - (2) Resources
  - 2. Showa period: 1926-present
    - a) Japan attacks Manchuria
    - b) Growing militarism
    - c) Growing nationalism
    - d) Response to western pressure

#### ACTIVITIES

- ABC. Conduct a simulation concerning a small island country which badly needs and wants to expand its economic development but cannot because of the shortage of raw materials and markets. Have students role play the parts of the revered monarch, zealous military leaders, aggressive business and industrial leaders, and common people. Identify the various options and their relative advantages and disadvantages. Information for the simulation should be taken from information about Japan during the period from 1900 to 1941.

- GENERALIZATION:** Changes in human society have been gradual through evolution or have been violent through revolution.
- CONCEPTS:** Multiple causation, cause and effect, continuity, evolution/revolution, change
- OBJECTIVE:** The student will be able to identify major events in modern China.
- 

#### CONTENT OUTLINE

- F. China during the Inter-war period
  - 1. Republic of China (1911)
    - a) Kuomintang or Nationalist Party
    - b) Sun Yat-sen
    - c) Chiang Kai-shek
  - 2.
    - a) Mao Tse-tung: Communist organizer
    - b) "Long March"

#### ACTIVITIES

- A. Create a time line depicting the events taking place in China from Mao's Long March to the present time. Pictures of personalities and events may be copied from newspaper and magazines.
- B. Create a "poster wall" newspaper of major events in modern Chinese history.
- C. Write a short play or skit about a Chinese peasant who must decide which side he or she will join in the Chinese Civil War.

GENERALIZATION: The student will be able to summarize the events leading to World War II.

CONCEPTS: Multiple causation, cause and effect

\*OBJECTIVE: The student will be able to summarize the events leading to World War II.

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CONTENT OUTLINE:

- G. Fascist Italy--Inter-war period
  - 1. The post-World War I period
    - a) Inflation and bankruptcy
    - b) Discontent and disorder
  - 2. Benito Mussolini (Il Duce)
    - a) Fascism
    - b) The Ethiopian crisis
- H. Great Britain--Inter-war period
  - 1. Economic exhaustion
  - 2. Competition in world trade
  - 3. Unemployment
  - 4. Political developments
    - a) The Irish problem
    - b) The first Labor cabinet
    - c) Protectionism and nationalism
  - 5. Neville Chamberlain
  - 6. Rearmament
- I. France--Inter-war period
  - 1. Economic development
    - a) Devastations of World War I
    - b) Reconstruction of France
    - c) Reparation payments
    - d) Seizure of the Ruhr Valley
  - 2. Political developments
    - a) Polish-French pact
    - b) The Little Entente
    - c) The Maginot Line

ACTIVITIES:

- A. Create an annotated timeline of the events in Europe leading up to World War II. Identify the dates, significant events, and personalities associated with the causes of World War II. Create sketches or other illustrations depicting the various events.
- B. Create a time line from post-World War I Italy to post-World War II (1945) Italy.
- C. Compare the rise of German nationalism to the rise of Japanese militarism in the Far East. Examine motives, methods, and so forth.

GENERALIZATION: The student will be able to summarize the events leading to World War II.

CONCEPTS: Multiple causation, cause and effect

\*OBJECTIVE: The student will be able to summarize the events leading to World War II.

---

CONTENT OUTLINE:

ACTIVITIES:

J. Communist Russia (USSR)

1. Lenin
2. Stalin
  - a) Domestic problems
  - b) Foreign affairs

K. Germany--Inter-war period

1. The Weimar Republic
  - a) Economic chaos
  - b) Economic and political stability
  - c) Admission to the League of Nations
  - d) Great Depression - 1929
  - e) The National-Socialist Party (Nazi Party)
2. Adolf Hitler
  - a) Postwar chaos
  - b) Nazi agitation and terrorism
  - c) Hitler
    - (1) Chancellor (1933)
    - (2) The Reichstag fire
    - (3) Dictator (Führer)
  - d) The abolition of trade unions
  - e) Persecution of Jews and others
  - f) Gestapo terror
  - g) Remilitarization

GENERALIZATION: The motivating factors in human achievement have been either ideological or materialistic.

CONCEPTS: Multiple causation, cause and effect, ideology

OBJECTIVE: The student will be able to summarize the major events leading to World War II.

---

CONTENT OUTLINE:

ACTIVITIES:

- L. Axis aggression
  - a) Munich Conference
  - b) Acts of aggression
  - c) Axis alliance: Rome, Berlin, Tokyo
  - d) Nonaggression pact with Soviets

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to summarize the major events in World War II

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CONTENT OUTLINE:

- M. World War II
  - 1. Early axis success
    - a) Africa
      - (1) Ethiopia
      - (2) North Africa
    - b) Europe
      - (1) Poland
      - (2) Blitzkrieg
      - (3) France
      - (4) Greece
      - (5) Albania
    - c) Pacific
      - (1) Indochina
      - (2) South Pacific Islands
  - 2. Axis mistakes
    - a) Failure to invade Great Britain
    - b) Bombing of Pearl Harbor
    - c) Invasion of U.S.S.R.
    - d) Failure to invade Australia
    - e) Over-extended supply lines

ACTIVITIES:

- A. Conduct a "Barbara Walters" kind of interview with Tojo, Hitler, or Mussolini. Questions should be related to his personality, training, rise to power, relationship to Emperor, militarism, and nationalism.
- B. Conduct a mock war-crimes trial in which Tojo, Hitler, or Mussolini is the defendant. Have both prosecution and defense teams present arguments for and against the notion of "war crimes."
- C. In a skit present arguments for and against restitution to survivors of the Bataan Death March and Japanese-Americans interned during World War II.

GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

OBJECTIVE: The student will be able to summarize the factors which led to America's involvement in World War II and describe the results of that involvement.

---

CONTENT OUTLINE:

3. Allied counterattack and victory
  - a) Operation Torch
  - b) Battle of the Coral Sea
  - c) Battle of Midway
  - d) Battle of Stalingrad
  - e) Operation Overlord--"D-Day"
  - f) Manhattan Project
4. Results of the war
  - a) End of Fascism, Nazism, and Japanese militarism
  - b) Loss of lives
  - c) Material losses

ACTIVITIES:

- A. Design a time line listing the major events of World War II and the subsequent events which caused the Cold War.
- B. Create overlay maps showing different aspects of World War II, for example, countries involved, areas controlled during various periods, alliances, and so forth.
- C. Simulate propaganda techniques used during World War II. Use such things as posters and radio broadcasts ("Tokyo Rose," "Axis Sally," "Lord Haw Haw," and so forth).



## UNIT VII

### The Nuclear Age

The Nuclear Age, encompassing the period 1945 to the present, deals first with the development of the Cold War and the rivalries for political, economic, and military dominance which it engendered. Second, a social, political, and economic survey of the modern world is presented. Last, serious problems such as human rights, population growth, natural resources, and nuclear proliferation are presented as a challenge to the student.

Art during this period can best be described as "anything goes." No one style or order stands out as it did in the past. Because of the greater diversity of styles, more emphasis will be given to individual artists.

Literature during this period was a continuation of earlier 20th century motifs, marked by an emphasis on experimentation and the emergence of the anti-hero.

The contemporary period is characterized by the tremendous number of forms and styles in popular music and continued experimentation in serious music.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to discuss the role of the United Nations in postwar Europe.

---

CONTENT OUTLINE:

- VII. Nuclear Age
- A. World War II
    - 1. Causes
    - 2. Results
      - c) Postwar United States
        - (1) The Cold War

ACTIVITIES:

- A. Design a time line listing the major events of the Cold War.
- B. Create overlay maps showing different aspects of the Cold War, for example, countries involved, areas controlled during various periods, alliances and so forth.
- C. Simulate propaganda techniques used during the Cold War. (Use such things as Pravda press releases, Radio Free Europe, etc.)

**GENERALIZATION:** Human progress has most often occurred under conditions of intersocietal communication.

**CONCEPTS:** Multiple causation

**OBJECTIVE:** The student will be able to trace major post-World War II movements.

---

**CONTENT OUTLINE:**

- (2) The civil rights movement
- (3) Technological advances
- (4) The threat of thermonuclear war

**ACTIVITIES:**

- A. Conduct a panel discussion on major social, political and economic trends in post-World War II America. Examine such issues as civil rights, nuclear proliferation, and technological advancement. Outline the major events, personalities, and fundamental reasons for their importance to American society.
- B. Conduct case studies of major issues in post-World War II America using a TV or movie presentation. For example, use "Autobiography of Miss Jane Pittman" or "Roots" to examine the civil rights movement; "The Day After" to examine thermonuclear war; or "2001: A Space Odyssey" to study technological advancement. Follow each program with class discussions.
- C. Conduct a panel discussion on major movements in post-World War II America. Panel members should role play major figures in each of the movements. Members should represent different perspectives on the issues. Conduct class discussions based on information presented by the panel.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity, change

OBJECTIVE: The student will be able to discuss the role of the United Nations in post-war Europe.

---

CONTENT OUTLINE:

- B. The United Nations
- C. Postwar Europe
  - 1. The Marshall Plan
  - 2. NATO/Warsaw Pact
  - 3. Truman Doctrine
  - 4. The European Economic Community ("Common Market")
- D. Major efforts to reduce world tension

ACTIVITIES:

- A. Construct a chart diagramming the organizational structure of the United Nations.
- B. Make a list of the Secretary Generals of the United Nations.
- C. Write a short paper on the importance of the Marshall Plan in the economic development of post-war Europe.

GENERALIZATION: Technological advances have been a major influence in changing power structure.

CONCEPTS: Multiple causation, cause and effect, continuity

OBJECTIVE: The student will be able to describe the major technological events and scientific advances made in the Soviet Union during the 20th century.

---

CONTENT OUTLINE:

- E. Soviet Union after World War II
  - 1. Reconstruction and economic recovery
  - 2. Struggle for power
  - 3. "Collective leadership"
  - 4. Period of "De-Stalinization"
  - 5. Russian imperialism
  - 6. Technological and scientific advances

ACTIVITIES:

- A. Construct a series of annotated time lines comparing the United States to the Soviet Union since World War II. Use time lines for political, social, economic, cultural, scientific, and technological events.
- B. Create a bulletin board display of major events in Soviet history since World War II.
- C. Conduct a panel discussion on the changes in the Soviet Union since World War II. Focus particular attention on significant scientific, technological, and political changes. In a subsequent class discussion focus on the lack of progress in the Soviet Union in the area of human rights and the production of consumer goods. Note especially the differences in the quality of life in both countries.

GENERALIZATION: All revolutions have altered the institutional structure of society.

CONCEPTS: Continuity, evolution/revolution, ideology

OBJECTIVE: The student will be able to compare the rebellion in Poland with the one in Hungary.

---

CONTENT OUTLINE:

7. The satellite countries
  - a) Poland
  - b) Czechoslovakia
  - c) Hungary
  - d) Romania
  - e) Bulgaria
  - f) Yugoslavia's break with Russia
8. "The Cold War"
9. Detente
10. Relations with the Third World
11. Recent leadership
  - a) Khrushchev
  - b) Brezhnev
  - c) Andropov
  - d) Chernenko
  - e) Gorbachev
12. Contemporary problems

ACTIVITIES:

- A. Conduct a "Meet the Press" program featuring leaders of Poland during the Solidarity demonstrations of the 1970's and 1980's, and Hungary during the 1953 uprising.
- B. Draw political cartoons depicting the political relationship between the Eastern bloc countries and the Soviet Union.
- C. Conduct a "You Are There" program from the Hungarian uprising of 1953 and the Solidarity demonstrations of the 1970's and 1980's.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Historiography, time perspective and chronology

OBJECTIVE: The student will be able to outline Canada's participation in World War II and the post-war alliance systems.

---

CONTENT OUTLINE:

- F. Canada
  - 1. Western Alliance
    - a) NATO (1949)
    - b) NORAD (North American Air Defence Command)
  - 2. The 1950's
    - a) The question of diversity
    - b) The St. Lawrence Seaway

ACTIVITIES:

- A. Conduct a panel discussion on one of the following:
  - The pros and cons of Canadian participation in NATO
  - Accommodating French and English diversity within Canada
  - Economic and environmental implications of the St. Lawrence seaway
  - United States economic and cultural influences on Canada
- B. Make a collage depicting the effects of acid rain on the environment.
- C. Conduct an inquiry into the "acid rain" controversy between the United States and Canada.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to trace the evolution of Canada's separatist movement.

---

CONTENT OUTLINE:

3. The separatist movement
  - a) Rene' Levesque: Parti Quebecois
  - b) Pierre Elliott Trudeau
  - c) Quebec Referendum on separation
  - d) Present status of separatist movement

ACTIVITIES:

- A. Role play a discussion between Pierre Trudeau and Rene' Levesque over the cultural, economic, and political aspects of separatism.
- B. On an outline map, indicate predominately English and French areas of Canada.
- C. Brainstorm reasons for separation from a nation. Analyze these reasons and apply them to current international situations such as the west bank of Israel, the Sikhs in India, the Basque in Spain, and so forth.



GENERALIZATION: No historical events have resulted from a single cause.

CONCEPTS: Multiple causation, cause and effect

\*OBJECTIVE: The student will be able to list and explain the reasons for general instability in Latin America.

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CONTENT OUTLINE:

G. Contemporary Latin America

1. Politics

- a) Nations brought closer by World Wars I and II
- b) Stability affected
  - (1) Continued foreign dominance via investment and/or aid
  - (2) Economic dependence on one chief export
  - (3) Lack of unification
  - (4) Dictatorship
  - (5) Popularity of juntas/caudillos
  - (6) Slow industrialization
  - (7) History of coups d'etat
  - (8) Radical-vs-conservative change
  - (9) Differences in cosmopolitan composition of population
  - (10) Territorial disputes
  - (11) Dollar diplomacy

ACTIVITIES:

- A. Demonstrate the Caudillo concept by role playing actual speeches by Eva Peron, Fidel Castro, General Pinochet, Che Guevara, and Juan Peron.
- B. Do oral readings of segments of various speeches by Latin American leaders. Ask the class to respond following each reading.
- C. Develop a scrapbook featuring the reasons for instability in Latin America. Present oral reports on research involved with the scrapbook items. Include in the reports one on Costa Rica as an example of a stable democracy in Latin America.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to describe the failures and successes of Pan-Americanism.

---

CONTENT OUTLINE:

- c) Pan Americanism
  - (1) Philosophy
  - (2) History
  - (3) Organization of American States

ACTIVITIES:

ABC. Poll each student on their favorite music star. Following the poll, instruct the class to reach a consensus within 15 minutes. Correlate this effort with Pan-Americanism.

**GENERALIZATION:** Changes in human society have been gradual through evolution or have been violent through revolution.

**CONCEPTS:** Multiple causation, cause and effect, continuity, change, evolution/revolution

**OBJECTIVE:** The student will be able to discuss the reasons for and the impact of the Cuban revolution.

---

**CONTENT OUTLINE:**

- d) Centers of turmoil
  - (1) Cuba
    - (a) Batista
    - (b) Castro and revolution
    - (c) Communism
    - (d) Bay of Pigs
    - (e) Cuban missile crisis
    - (f) Boatlift
    - (g) Latin American influence

**ACTIVITIES:**

- A. Simulate the Cuban missile crisis. Role play key figures of this crisis such as members of the Security Council, the President's advisers and Soviet, American and Cuban leaders. During the role playing have each of the 13 days of October represented by three minutes on the clock.
- B. List the key people involved in the Cuban missile crisis. Match the person to the nation he represents and denote his position of power.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to describe and analyze recent political developments in Latin America.

---

CONTENT OUTLINE:

2. Chile
  - a) Allende
  - b) Marxism
  - c) CIA
  - d) Pinochet
3. Haiti
  - a) "Papa Doc" Duvalier
  - b) Refugee situation
  - c) "Baby Doc" Duvalier
4. Dominican Republic
  - a) Unrest
  - b) United States intervention
5. Argentina
  - a) Peronist movement
  - b) Falklands War
  - c) Reform
6. Jamaica
  - a) Election of Manley
  - b) Socialism
  - c) Manley's defeat
7. Grenada
  - a) Cuban influence
  - b) United States' invasion
8. Nicaragua
  - a) Somoza
  - b) Victory of the Sandinistas
  - c) Counter-revolution
  - d) United States pressure
  - e) Ortega

ACTIVITIES:

- A. Debate the role of the United States in Central America.
- B. Distribute reading material about Latin American countries. Present oral reports on information gathered from the readings. (National Geographic magazine is especially useful for this activity.)
- C. Invite a local resource person such as a Latin American specialist from a nearby university or college to present an address on current issues in Latin America.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Time perspective and chronology, historiography

OBJECTIVE: The student will be able to describe and analyze recent political developments in Latin America.

---

CONTENT OUTLINE:

9. El Salvador
  - a) Civil war
  - b) Duarte
  - c) United States' role
  - d) Death squads
10. Cartagena Agreement
  - a) Nations involved
  - b) Implications

ACTIVITIES:

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to discuss the modernization of Mexico and Brazil.

---

CONTENT OUTLINE:

11. Centers of relative stability
  - a) Brazil
  - b) Costa Rica
  - c) Mexico
12. Dollar diplomacy
13. Future history
14. The arts
15. Customs
16. Contemporary Mexico
  - a) Modernization
    - (1) Agriculture
    - (2) Land reform
    - (3) Urbanization
  - b) Education
  - c) Growing middle class
  - d) Promotion of tourism
  - e) New leadership
  - f) Migration

ACTIVITIES:

- A. Write an entry in your diary of travels to Mexico City and Rio de Janeiro in 1930 and to Cancun and Brasilia today.
- B. Write to travel agencies requesting brochures and posters on tours of Mexico and Brazil. Display the photographs on the wall and compare the urban and rural areas with those of the United States.
- C. Construct a chart depicting population shifts in Mexico and Brazil from 1900 to the present. Note especially the areas of Brasilia, Cancun, Mexico, and Rio de Janero.

**GENERALIZATION:** The motivating factors in human achievement have been either ideological or materialistic.

**CONCEPTS:** Multiple causation, cause and effect, ideology

**OBJECTIVE:** The student will be able to evaluate the Japanese value system, especially its impact on individual attitudes.

---

#### CONTENT OUTLINE

- H. Japan
  - 1. Emperor denies divinity
  - 2. New constitution
  - 3. Economic world power
  - 4. Imports and exports

#### ACTIVITIES

- A. Prepare a dialogue between a Japanese grandmother who was a young girl before World War II and her granddaughter who is a teenager today. Include the changing role of women, religion, the emperor, occupations, and population mobility.
- B. Prepare a list of common items used in the United States that are imported from Japan.
- C. Conduct a comparative case study of Japanese and American industrial workers. Focus on such things as commitment to the company, work ethics, management attitudes, role of unions, production techniques, benefits, etc.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major modern Japanese artistic accomplishments.

---

#### CONTENT OUTLINE

5. Art
  - a. Yuichi Inoue--Fish, 1959
  - b. Minoru Yamasaki Consolidated Gas Building--Detroit, 1964
  - c. Kumi Sugai, Mer Soleil, Japanese abstract painting, 1966
  - d. Yoko Ono, artist, 1966

#### ACTIVITIES

ABC. Present brief oral reports on the characteristics of contemporary Japanese art. Supplement the presentations with a slide presentation showing examples of Japanese art. Examine the themes, subjects, materials, and topics used by Japanese artists. Invite the art teacher to give additional information about Japanese art. Write the Japanese Embassy for information about art in that country. The Japanese government is very cooperative and generous in providing information about its country, people, and culture.

(NOTE: An extensive collection of art slides is available from the Art and Humanities Slide Lending Library at the State Department of Education. A catalog of available slides can be obtained by writing or contacting the Art and Humanities Section, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064.)



GENERALIZATION: Changes in human society have been gradual through evolution or have been violent through revolution.

CONCEPTS: Multiple causation, cause and effect, continuity, evolution/revolution, change

\*OBJECTIVE: The student will be able to identify major events in modern China.

---

#### CONTENT OUTLINE

##### I. China

1. Communist and Nationalist struggle for control of China
2. Nationalist China becomes a member of the Security Council
3. Communists gain control in 1949
4. Nationalist government moves to Taiwan
5. United States does not recognize Communist China
6. China's part in the Korean conflict
7. Sino-Soviet split
8. "Great Leap Forward"
9. Cultural Revolution

#### ACTIVITIES

- A. Create a time line depicting the events taking place in China from Mao's takeover to the present time. Pictures of personalities and events may be copied from newspaper and magazines.
- B. Create a "poster wall" newspaper of major events in modern Chinese history.
- C. Institute an investigative study of the change that has occurred in the traditional Chinese family since the "Cultural Revolution."

GENERALIZATION: Change has been a universal characteristic of all human societies.

CONCEPTS: Change, evolution/revolution

OBJECTIVE: The student will be able to describe recent changes in Sino-American government policy in the areas of individual initiative and foreign affairs.

---

#### CONTENT OUTLINE

10. Contemporary Sino-American relations
  - a) China in the U.N. Security Council
  - b) Nixon visits the Peoples' Republic of China
  - c) Sino-American relations reestablished
  - d) Population problems
  - e) Westernizing influences

#### ACTIVITIES

- A. Invite in a resource speaker on China. The speaker could be a person who has visited China recently. In lieu of a resource speaker, use films or video tapes.
- B. Create a collage or mobile that features western influences in contemporary China.
- C. Conduct an inquiry lesson on population control or new western influences in China.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to describe the emergence of nationalistic movements in southeast Asia in the Post-World War II period.

---

CONTENT OUTLINE

- J. Southeast Asia and the Pacific
1. Vietnam
  2. Laos
  3. Cambodia
  4. Burma
  5. Singapore
  6. Indonesia
  7. Malaysia
  8. Philippines

ACTIVITIES

- A. Make a list of reasons why the American colonies revolted against England. Compare that list with reasons why nations of Southeast Asia revolted against their European rulers. Note similarities and differences.
- B. Complete the following chart on contemporary Southeast Asian countries:

Country	Former Colony of	Date of Independence	Present Type of Government	Misc.
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Example:

1. Vietnam	France	1955	Communist	Divided into multiple countries
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- C. Invite as a resource speaker a southeast Asian to discuss the nationalist movement in that part of the world.

GENERALIZATION: The rise of nationalist movements has altered the course of history.

CONCEPTS: Multiple causation, cause and effect, nationalism/internationalism

OBJECTIVE: The student will be able to locate the nations currently occupying the Middle East.

---

CONTENT OUTLINE

- K. Independence of Islamic nations
  - 1. Independence from European powers
    - a) Egypt
    - b) Jordan
    - c) Lebanon
    - d) Syria
    - e) Iraq
  - 2. Emergence of modern kingdoms
    - a) Iran
    - b) Turkey
    - c) Saudi Arabia

ACTIVITIES

- A. Create a miniature flag for every Middle Eastern nation. The flags should then be attached to an outline map of the Middle East.
- B. Locate and label the major nations of the Middle East on an outline map. Use a color code when writing their names to indicate the religion that dominates that particular area.
- C. Make a list of the leaders of all the Middle Eastern nations. Organize small groups to research each leader, and orally present evaluations of each one based on his job performance.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPTS: Historiography, time perspective and chronology

OBJECTIVE: The student will be able to analyze the United Nations' decision to partition Palestine.

---

#### CONTENT OUTLINE

- L. Israel
  - 1. The Holocaust
  - 2. The partition of Palestine: the creation of the state of Israel

#### ACTIVITIES

- A. Show movies dealing with the Holocaust, such as "Genocide" or "Night and Fog." Then have students role play a United Nations debate dealing with the problem of Palestine in 1947.
- B. Invite a resource speaker, such as an Israeli or Arab citizen, to discuss the creation of a separate Palestinian state.
- C. Stage a mock session of the United Nations General Assembly attempting to deal with the problems in Palestine in 1947. Groups should be organized to represent various nations, and the session should end with a vote on partition.

GENERALIZATION: A knowledge of the past is necessary to understand present and future events.

CONCEPT: Historiography, time perspective and chronology

\*OBJECTIVE: The student will be able to outline the military conflicts that have taken place in the Middle East since 1945.

---

#### CONTENT OUTLINE

- M. Middle Eastern conflicts
  - 1. The Suez Canal crisis of 1956
  - 2. The Six Day War
  - 3. The Palestinian Crisis
  - 4. Crisis in Lebanon
  - 5. Revolution in Iran
  - 6. War between Iran and Iraq
  - 7. Conflict between Turkey and Greece

#### ACTIVITIES

- A. Create a bulletin board that chronologically depicts the Middle Eastern conflicts that have taken place since 1945. Pictures, drawings, and maps can be used to illustrate the facts.
- B. Write a letter to the Iranian ambassador to the United Nations. Ask him to justify the taking of the 52 American hostages.
- C. Present a "You Are There" program on the Suez Crisis of 1956. The Arab-Israeli conflict, the control of the Suez Canal and the financing of the Aswan Dam should be included. In addition, imaginary interviews with Nasser, Ben-Gurion, and Eden should be held. Developments in Washington, D.C., Moscow, Paris, and at the United Nations should also be considered.

**GENERALIZATION:** The motivating factors in human achievement have been either ideological or materialistic.

**CONCEPTS:** Multiple causation, cause and effect, ideology

**OBJECTIVE:** The student will be able to explain the role of oil as a political and economic factor in Middle Eastern diplomacy.

---

**CONTENT OUTLINE**

- N. The importance of oil in the Middle East
  - 1. Distribution of wealth
  - 2. Political and economic role

**ACTIVITIES**

- A. Create a chart that lists five of the world's largest oil suppliers and five of the world's largest users. Draw rough outline maps of each nation making their "geographic" sizes dependent on how much oil they supply or use.
- B. Role play an O.P.E.C. conference that is discussing the possibility of an oil embargo during an Israeli-Arab War.
- C. Write a hypothesis that specifies the best energy alternatives to oil based on availability, cost, and environmental impact. Research could include utilizing oil companies, power companies, and the United States Department of Energy.

**GENERALIZATION:** The motivating factors in human achievement have been either ideological or materialistic.

**CONCEPTS:** Multiple causation, cause and effect, ideology

**OBJECTIVE:** The student will be able to summarize the roles that the United States and the Soviet Union play in the Middle East.

---

CONTENT OUTLINE

- O. Role of the United States and the U.S.S.R. in the Middle East
  - 1. America's ties with Israel
  - 2. Russian support for Syria, Iraq, and the P.L.O.
  - 3. The Persian Gulf

ACTIVITIES

- A. Conduct a debate entitled, "Resolved: The United States should use military force to keep the Persian Gulf open."
- B. Color the nations of the Middle East on an outline map. Use distinctive colors for those nations that are Soviet allies, American allies, and those nations that are neutral.
- C. Compose an editorial concerning American involvement in Lebanon. As a class, mail it in to a local newspaper. Continue to monitor the newspaper for any kind of response.



GENERALIZATION: A knowledge of the past is necessary to understanding present and future events.

CONCEPTS: Time perspective and chronology; historiography

\*OBJECTIVE: The student will be able to describe and analyze the challenges facing the present and future generations.

---

CONTENT OUTLINE

- P. Challenges of the Future
  - 1. Nuclear proliferation
    - a) Arms race
    - b) Arms control
    - c) Growing nuclear club
  - 2. Population growth
    - a) Urban growth
    - b) World hunger
      - (1) Environmental problems
      - (2) Technological disparities
  - 3. Natural resources
    - a) Food
    - b) Mineral
    - c) Fossil fuels
    - d) Nuclear
  - 4. Human rights
    - a) Role of United Nations
    - b) Education
    - c) Terrorism

ACTIVITIES

- A. Conduct a panel discussion on one of the challenges (Example--natural resources). Have the panel present a variety of viewpoints.
- B. Make a poster that usually portrays the problems facing the modern world. (Cut-outs or original art work). This poster could show victims of hunger, a polluted river, race riots, etc.
- C. Role-play a meeting of the representatives of the U.S. and U.S.S.R. to discuss nuclear disarmament. Each representative will have facts and figures to back up his solutions or point of view.

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major literary and artistic works of the post-World War II period.

---

#### CONTENT OUTLINE

- Q. Contemporary Literature
1. Animal Farm
    - a. George Orwell
    - b. 1946
  2. The Plague
    - a. Albert Camus
    - b. 1947
  3. All the King's Men
    - a. Robert Penn Warren
  4. Nineteen Eighty Four
    - a. George Orwell
    - b. 1949
  5. Death of a Salesman
    - a. Arthur Miller
  6. Nobel Prize Acceptance Speech
    - a. William Faulkner
  7. The Old Man and the Sea
    - a. Ernest Hemingway
    - b. 1952
  8. Invisible Man
    - a. Ralph Ellison
  9. Go Tell it on the Mountain
    - a. James Baldwin
    - b. 1953
  10. Notes of a Native Son
    - a. James Baldwin
    - b. 1955

#### ACTIVITIES

- A. Read and report on one of the authors listed in the Content Outline. Include reference to excerpts or short portions of the work selected.
- B. Write a brief research report on one of the authors or artists listed in the Content Outline.
- C. Select an excerpt from one of the books listed in the Content Outline. Write and present to the class a brief analysis of the excerpt and why it was selected.

(NOTE: The Content Outline contains an extensive list of classic works of literature, art, and architecture from the post-World War II period. Use judgement in selecting representative examples from this list. For this course, it is not intended that students read or study all of the examples given. Cooperative projects with faculty members in the English and Art Departments is recommended for this section.)

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major literary and artistic works of the post-World War II period.

---

CONTENT OUTLINE

ACTIVITIES

11. A Long Day's Journey Into Night
  - a. Eugene O'Neill
  - b. 1956
12. Catch-22
  - a. Joseph Heller
  - b. 196
13. The Best of Simple
  - a. Langston Hughes
14. Ship of Fools
  - a. K.A. Porter
  - b. 1962
15. Manchild in the Promised Land
  - a. Calude Brown
  - b. 1965
16. Where Do We Go From Here: Chaos or Community
  - a. Martin Luther King
  - b. 1967
17. Bloodline
  - a. Ernest Gaines
  - b. 1968
18. Future Shock
  - a. Alvin Toffler
  - b. 1970
19. The Winds of War
  - a. Herman Wouk
  - b. 1971
20. August 1914
  - a. Alexander Solzhenitsyn
  - b. 1972

GENERALIZATION: Great ideas have affected all civilizations.

CONCEPTS: Civilization, ideology

OBJECTIVE: The student will be able to identify major literary and artistic works of the post-World War II period.

---

### CONTENT OUTLINE

21. Roots
  - a. Arthur H. ley
  - b. 1976
- R. Contemporary Art
  1. Universe
    - a. Collection of the Artist
    - b. Alexander Calder
    - c. 1931
  2. Lobster Trap and Fish Tail
    - a. Alexander Calder
    - b. New York
    - c. 1930
  3. Acoustical Ceiling
    - a. Alexander Calder
    - b. Caracas, Venezuela
    - c. 1952
  4. Interior-Exterior Reclining Figure
    - a. Henry Moore
    - b. Washington, D.C.
    - c. 1951
  5. Falling Warrior
    - a. Henry Moore
    - b. Washington, D.C.
    - c. 1956
  6. Lavender Mist
    - a. Jackson Pollock
    - b. New York
    - c. 1950
  7. Green Coca Cola Bottles
    - a. Andy Warhol
    - b. New York
    - c. 1962

### ACTIVITIES

Important Note:

This list of artists and writers is far from complete. Additional entries are needed from Germany, France, Russia (Soviet), Latin America, Africa, China, India, Japan, Canada, and Australia. Primary emphasis of the above bibliography lay with U.S. and English literature.

#### SUGGESTED COMPUTER ACTIVITIES FOR WORLD HISTORY

1. Use a data base to create a timeline of major historical events. Separate data base can be created for each major geo-cultural region or time period.
2. Use a data base to create a glossary of key historical terms and/or people.
3. Use a word processing program to write "You Were There" journal or diary entries about major historical events. Use appropriate research to support the entries.
4. Use a print shop program to create news headlines, advertisements, editorials, want ads, and so forth for major historical events and/or periods.
5. Use a graphics program to display population changes, various kinds of economic activity, religious affiliations, and so forth.
6. Use an authoring program to simulate situations where major historical decisions were made.
7. Use a puzzle program to generate various word games and puzzles based on the glossary.

# WORLD HISTORY TERMS

## PREHISTORIC MAN

Geologists  
Ice Age  
glaciers  
Anthropologists  
Archeologists  
"Big Bang Theory"  
Evolution  
Book of Genesis  
Olduvai Gorge  
Great Rift  
Platelet Theory  
Paleolithic  
Mesolithic  
Neolithic  
Homo habilis  
Australopithecus  
KNM-ER 1470  
Homo neanderthalensis  
Homo sapiens  
"Lucy"  
East African Man  
Java Man  
Peking Man  
Neanderthal Man  
Cro-Magnon Man  
Pre-history  
History  
Artifacts  
Radio Carbon Dating  
Carbon<sup>14</sup>  
Nomads  
Migration  
Lunar months  
artisans  
castings  
alloy

forge  
domestication  
leisure time  
culture  
tribes  
clans  
Copper Age  
Bronze Age  
Iron Age  
civilization  
Indo-European  
Aryan  
Semetic  
Charles Darwin  
Louis and Mary Leakey  
Richard Leakey  
Dr. Donald Johanson

## FERTILE CRESCENT

city-state  
cuneiform  
ziggurat  
divination  
Mesopotamia  
Behistun Rock  
UR  
dynasty  
scribes  
Eddubas  
"Land of No Return"  
sumer  
Semites  
Amorites  
hereditary  
monarchy  
theocracies  
patesi

archives  
empires  
The Cradle of Civilization  
mercenaries  
alphabet  
astrology  
"King's Eyes and Ears"  
colonier  
ethical monotheism  
conenant  
epic poem  
Gilgamesh  
Menorah  
synagogue  
Mosaic Law  
code  
Proverbs  
"Exodus"  
Passover  
Prophet  
Old Testament  
Palestine  
Judaism  
Ark of the Covenant  
Sabbath  
Canaan  
Philistines  
"Talmud"  
Torah  
Messiah  
Yom Kippur  
Rosh Hashanah  
Hanukkah  
Akkad  
Sargon I  
Hammurabi  
Marduk  
Nebuchadnezzar

Ahura Mazda  
 Mithraism  
 Manicheanism  
 Gnastirism  
 Cyrus  
 Darius  
 Xerxes  
 Yahweh  
 Moses  
 Abraham  
 Soloman  
 Saul  
 David  
 Ezekiel  
 Ahriman

#### EG/PT

delta  
 oasis  
 potter's wheel  
 hieroglyphic  
 Rosetta Stone  
 decipher  
 demotic/coptic  
 papyrus  
 Pharoah  
 autocrat  
 hereditary  
 Theocracy  
 bureaucracy  
 bureaucrats  
 old kingdom  
 pyramid age  
 Hyksos  
 sphinx  
 Post and Lintel  
Book of the Dead

Scarab  
 Abu Simbel  
 Nubia  
 secular  
 Djoser/Zoser  
 Snefru  
The Book of Healing Diseases  
 embalming  
 mummification  
 Stepped Pyramid of Zoser  
 Herodotus  
 Francois Champollion  
 Menes/Narmer  
 Hatshepsut  
 Thutmose II  
 Rameses II  
 Nefertari  
 Seti I  
 Ikhnaton/Amenhotep IV  
 Nefertiti  
 Tutankhamen  
 Howard Carter  
 Gizeh/Giza  
 Khufu/Cheops  
 Chephren/Khafre  
 Mycerinus  
 Re/Rá  
 Osiris  
 Amon-Re  
 Isis  
 Horus

#### SOUTH & EAST ASIA

Subcontinent  
 polytheists  
 citadel  
 grid streets

pictogram  
 linguists  
 Oriental  
 Occident  
 monsoon  
 animism  
 famine  
 Sanskrit  
 Rajah  
 Stupas  
 Suttee  
 Yoga  
The Vedas  
 Aryans  
 Brahmans  
 Veruna  
 Caste System  
 Vshatriyas  
 Veisyas  
 Sudras  
 Pariahs  
 outcaste  
 Brahman  
 Atman  
 Maya  
 Samsara  
 Dharma  
 Karma  
 Nirvana  
Upanishads  
Mahábhárata  
Rámáyana  
 Reincarnation  
Great enunciation  
 "Four Noble Truths"  
 "Middle Way"  
Turning of the Wheel of the Law  
 Hivayana Buddhism  
 Mahayana Buddhism  
 Jainism

Agni  
 Brahma the Creator  
 Shiva the Destroyer  
 Vishna the Preserver  
 Rama  
 Krishna  
 Ahimsa  
 Chandragupta  
 Asoka  
 Chandra Gupta II  
Panchatantra  
Arthashastra  
 Hsia Dynasty  
 Shang Dynasty  
 Cheng-Chou  
 Ancestor worship  
 Confucianism - K'ung-fu'tzu  
 Taoism - Lao-tzu  
 Moism  
Analects  
 Chün-tzu  
 Chou/Chow/Zhou Dynasty  
 Hao-Wei River  
 Wang (king)  
Shih-Ching - Book of Odes  
 Ch'in Dynasty  
 Oin Shi Huang di/Shih Huang Ti  
 Choin/China  
 Han Dynasty  
 Silk Route  
 pagoda  
 Yin - Yang  
 Mandarins  
 "PAX SINICA"  
 acupuncture  
 typhoons  
 Archipelago  
 Shinto  
 Kami  
 lacquer

Shogun  
 Samurai  
 Sappuku  
 "No Plays"

#### GREEKS

Mediterranean  
 Minoan  
 frescoes  
 cryptography  
 Linear A  
 Linear B  
 labyrinth  
 myths  
 minotaur  
 Hellenic invasions  
 Dorians  
 Ionians  
 Achaeans  
 Heroic Age  
Iliad  
Odyssey  
 bards  
 Hellen  
 Hellenes  
 Hellas  
 Agora  
 Polis  
 Acropolis  
 epics  
 aristocracies  
 tyrant  
 self-government  
 democracy  
 citizens  
 Metics  
 Basileus

Helots  
 Sparta  
 Ephorate  
 Totalitarian  
 Council of Elders  
 Ephors  
 Archons  
 Dracoian Law  
 marathon  
 Salamis  
 Plataea  
 Delian League  
 Peloponnesus League  
 plague  
 phalanx  
 Chaeronea  
 Polemarch  
 Archon  
 "Nike"  
 Zeus  
 Hera  
 Poseidon  
 Hades  
 Athena  
 Aphrodite  
 Apollo  
 Hermes  
 Eros  
 Dionysus  
 Heinrich Schliemann  
 Sir Arthur Evans  
 Michael Ventris  
 Minos  
 Homer  
 Paris  
 Helen  
 Achilles  
 Hector  
 Odysseus  
 Theseus



Draco  
Solon  
Clisthenes  
Pericles  
Themistocles  
Demosthenes  
Roxana  
Antigonus  
Ptolemy  
Seleucus  
Socrates  
Socratic Method  
Plato  
The Republic  
Academy  
Aristotle  
Syllogisms  
Politics  
Logic  
Antigone  
Diogenes  
Cynics  
Zeno  
Stoics  
Epicurus  
Epicurean School  
Archimedes  
Euclid  
Pythagoras  
Democritus  
Hippocrates  
Aeschylus  
Hubris  
Sophocles  
Oedipus Rex  
Euripides  
Trojan Women  
Aristophanes  
The Cloud  
Herodotus

Thucydides  
Pedagogue  
grammar  
Sophists  
rhetoric  
Sophistry  
Parthenon  
Colonade  
doric  
ionic  
corinthian  
murals  
ostracism  
tragedy  
trilogy  
comedy  
Olympiad  
hypothesis  
Hippodrome  
frieze  
satyr  
satires  
  
ROME  
  
Gauls  
Latin  
Italics  
Etruscan League  
Magna Graecia  
Celts  
Patricians  
Plebians  
Twelve Tables  
forum  
Consuls  
Praetors

Censors  
Tribunes  
Comitia Curiatu  
Comitia Centuriata  
Comitia Tributa  
Magistrates  
Quaestors  
Aediles  
catastrophy  
dictator  
legion  
Penates  
Janus  
Vestra  
Mars  
Pontifex Maximus  
Proconsul  
Publicans  
Equites  
Punicus (Punic)  
cohort  
indemnity  
Latifundia  
"Bread & Circuses"  
Serterces  
Praetorian Guard  
Colonus  
Circus Maximus  
Colosseum  
First Triumvirate  
"Veni, vidi, vici"  
Aeneid  
"Ides of March"  
Julian Calendar  
Princesps  
Pax Romana  
odes  
fatalistic  
arch  
barrel vault

aqueducts  
 Pantheon  
 Appian Way  
 amphitheaters  
 basilicas  
 catacombs  
 Christianity  
 "Dead Sea Scrolls"  
 "Golden Rule"  
 martyrs  
 divination  
 soothsayers  
 disciples  
 crucified  
 churches  
 gospels  
 Apostles  
 Mithras  
 Justinian Code  
 Romance languages  
 Teutonic  
 parish  
 presbyter  
 diocese  
 Bishop  
 Archbishops  
 patriarchs  
 doctrine  
 heresy  
 Pope  
 inflation  
 classical  
 Visigoths  
 Franks  
 Ostrogoths  
 vandals  
 Angles  
 Saxons  
 Huns  
 Edict of Milan  
 Sacraments

Tiberius Gracchus  
 Gaius Gracchus  
 Marius  
 Sulla  
 Pompey  
 Cassius  
 Antony  
 Lepidus  
 Ptolemy  
 Athenaeum  
 Galen  
 Birgil  
 Romulus  
 Remus  
 Hannibal  
 Hamilcar Barca  
 Fabius the Delayer  
 Publicus (Africanus) Scipio  
 Cato  
 Julius Caesar  
 Crassus  
 Cleopatra VII  
 Brutus  
 Octavian  
 Augustus  
 Tiberius  
 Caligula  
 Claudius  
 Nero  
 Vespasian  
 Galba  
 Otho  
 Vitellius  
 Trajan  
 Hadrian  
 Horace  
 Marcus Aurelius  
 Zeno  
 Seneca  
 Cicero

Tacitus  
 Livy  
 Pliny the Elder  
 Messiah  
 Seleucids  
 Heriod  
 Caracalla  
 Valerian  
 Commodus  
 Diocletian  
 Constantine  
 Attila  
 Odoacer  
 Plutarch  
 Septimius Sevrus  
 Maximian  
 Romulus Augustulus

#### MIDDLE AGES

Byzantine  
 Greek Fire  
 mosaics  
 icons  
 Santa Sophia  
 Hagia Sophia  
 ethnic groups  
 clergy  
 laity  
 dowry  
 Eastern Orthodoxy  
Corpus of Civil Law  
 iconoclasts  
 Islam  
 Seljuks  
 Manzikert  
 Ottoman Turks  
 hierarchy

regents  
 principalities  
 Golden Horde  
 Pechenegs  
 Steppe  
 Izbas  
 Scandinavia  
 Varangians  
 Vikings  
 Khan  
Russian Chronicles  
 Slavs  
 Rus  
 Bovars  
 Veches  
 Kremlin  
 Justinian  
 Theodora  
 Sassanian  
 Belisarius  
 Tribonian  
 Heraclius  
 Leo III  
 Irene  
 Basil II  
 Alexius I  
 Michael VIII  
 Mehmet II  
 Yaroslav I  
 Genghis Khan  
 Ivan II  
 Vladimir I  
 Alexander Nevsky  
 Gregorian Calendar

# ISLAM

Bedouins  
 Allah

Hegira  
 Mullahs  
 Abu Bekr  
 Berbers  
 Moors  
 Rhazes  
 Avicenna  
 Osman  
 Janizaries  
 Sheik  
 Mohammed  
 Caravan  
 Archangel Gabriel  
 Prophet  
Koran  
 Ramadan  
 alms  
 mosque  
 Caliph  
 Astrolabe  
The Canon of Medicine  
 Algebra  
 Arabic numerals  
 booty  
 Kabah  
 Black Stone  
 Hajj  
 Five Pillars  
 fasting  
 Jihad  
 Infidels  
 polygamy  
 Shiites  
 Umayyad  
 Abbasid  
 minarets  
 Madrasas  
 bazaar  
House of Wisdom  
Kalila and Dimna

Rubaiyyat  
The 1,001 Nights  
 Ibn Khaldun

# EUROPE

Dark Ages  
 feudalism  
 vassal  
 fief  
 "Peace of God"  
 "Truce of God"  
 serfs  
 joust  
 tournament  
 secular clergy  
 Benedictine Rule  
 Abbot  
 Canon Law  
 Lay Investiture  
 Simony  
 heresy  
 St. Francis of Assisi  
 Inquisition  
 Mass  
 Cardinals  
 Friars  
 Orders--monks/nuns  
 scholasticism  
 Eucharist  
Song of Roland  
Summa Theologica  
Divine Comedy  
Canterbury Tales  
 Burghers  
 Guilds  
 communes  
 charters  
 "Just Price"

usury  
Hanseatic League  
Charters of Liberties  
monopoly  
apprentice  
journeyman  
master craftsman  
bourgeois  
"Black Death"  
vernacular language  
troubadours  
miracle plays  
liberal arts  
alchemy  
Romanesque  
Gothic  
Primogeniture  
manor  
chivalry  
fallow  
homage  
Papacy  
page  
Squire  
Council of Nicaea  
Ecumenical Council  
barter  
franks  
Burgundians  
Merovingian  
precedent  
The Vatican  
Church and State  
Carolingian  
Capetian  
Jutes  
Angles  
Saxons  
Celts  
Danelaw

Magyers  
Shire-reeves  
Anglo-Saxon Chronicle  
Beowulf  
Bayeux Tapestry  
Domesday Book  
Parliament of Paris  
Petit Jury  
Grand Jury  
peers  
bailiffs  
burgesses  
Parliament  
Diet  
Battle of Tours  
Treaty of Verdun  
Holy Roman Empire  
Missi Dominici  
Counts  
Mayors of the Palace  
Babylonian Captivity  
Great Schism  
Constitution of Clarendon  
Seljuk Turks  
Excommunication  
"Children's Crusade"  
Crusade  
flying buttress  
rose windows  
Transubstantiation  
celibacy  
confederation  
War of the Roses  
100 Years War  
Longbow  
Cannon  
St. Benedict  
Gregory I  
Charles Martel  
Pepin

Charlemagne  
Alfred the Great  
Hugh Capet  
Gregory VII  
Hildebrand  
St. Thomas Aquinas  
Peter Abelard  
Dante Alighieri  
Geoffrey Chaucer  
St. Augustine  
Charles the Simple  
Rollo  
Canute  
William the Conqueror  
Edward the Confessor  
The Venerable Bede  
Philip Augustus  
Henry I  
Becket  
Henry II  
Otto I  
Henry III (German)  
Henry IV (German)  
Frederick Barbarossa  
Lombard League  
Frederick II  
Innocent III  
Urban II  
Louis VII  
Conrad III  
Saladin  
Joan of Arc  
Charles VII  
Charles the Bold  
Ferdinand and Isabella  
Thomas de Torquemada  
Eleanor of Aquitaine  
Malik-Shah  
Alexius Comenus  
Peter the Hermit

Walter the Penniless  
Richard the Lion Hearted  
John Wycliffe  
Jan Huss  
Roger Bacon  
Rodrigo Diaz de Vivar

#### AFRICA - AMERICA

Caucasoid  
Savannas  
Mansa Musa  
Natural Barriers  
Bantu  
Terra-cotta  
Ghana  
Mandingo  
Keita  
Sundiata  
Sunni Ali  
Mohammed Askia  
Kilwa  
Swahili  
Karanga

Native Americans  
Pueblo  
Apache  
Navajo  
Mound Builders  
League of the Iroquois  
Olmecs  
Maya  
Toltecs  
Montezuma II  
Sun Stone  
Inca  
Pachacuti  
Maize

Potlatch  
totem poles  
adobe  
travois  
Chinampas  
Qiupu  
Quetzalcoat1  
tepees

#### SOUTH AND EAST ASIA

Harsha  
Hsuan Tsang  
Chalukya  
Pulakesin II  
Tamerlane  
Baber  
Shah Jehan  
Taj Mahal  
Akbar  
Urdu  
Sikhs  
Guru Nanak  
Aurangzeb  
Sui  
T'ang  
Wu  
Li Po  
Tu Fu  
Song  
Wang An-shih  
Jurchen  
Kublai Khan  
Cambuluc  
Marco Polo  
Hung-wu  
Ming  
Beijing  
Forbidden City  
Manchus

Zen  
Khitan  
White Lotus Society  
Kami  
Jimmu  
Great Reform  
Great Treasure  
Fujiware  
Shogun  
Samurai  
Bushido  
Seppuku  
"No Plays"  
Isolationism  
Kamikaze  
sects  
Sumo  
Bushido  
Ikebana  
Heian  
The Tale of Genji  
Kamakura  
Taira  
Minamoto Yoritomo  
Dannoura  
Hojo  
Ashikaga Takauji  
Hoh

#### RENAISSANCE AND REFORMATION

Renaissance  
Humanism  
Petrarch  
Boccaccio  
Decameron  
Castiglione  
The Courier  
Machiavelli  
The Prince

Leonardo da Vinci  
 "Mona Lisa"  
 Michelangelo  
 "Pietà"  
 Brueghel  
 Durer  
 Aldus Manutius  
 Desiderius Erasmus  
In Praise of Folly  
 Thomas More  
 Utopia  
 William Shakespeare  
 Cervantes  
Don Quixote  
 Giralamo Savonarola  
 Giotto  
 Sandro Botticelli  
 Benvenuto Cellini  
 Gianlorenzo Bernini  
 Ghiberti  
 Donatello  
 Sistine Chapel  
 Raphael  
 Titian  
 Palestrina  
 Van Eyck  
 Holbein  
 Johann Gutenberg  
 parchment  
Constance Missal  
 orbits  
 Copernicus  
On the Revolutions of the  
Heavenly Spheres  
 Kepler  
On the Motion of Mars  
 Galileo  
Dialogues on the Two Chief  
Systems of the World  
 Francis Bacon

The Advancement of Learning  
 Issac Newton  
Principia Mathematica  
 Vesalius  
The Fabric of the Human Body  
 Harvey  
 da Montefeltro - Duke of Urbino  
 de Medicis  
 Borgias  
 Reformation  
 indulgences  
 Tetzl  
 Eck  
 "Justification of Faith"  
 Martin Luther  
95 Theses  
 Edict of Worms  
 Protestants  
 Zwingli  
 Canton  
 Anabaptists  
 Council of Trent  
 John Calvin  
 predestination  
 "Elect"  
 Presbyterian  
 John Knox  
 Henry VIII  
 annulled  
 Act of Supremacy  
 Anglican - Episcopalian  
 Puritans  
 Ignatius Loyola  
 Society of Jesus - Jesuits  
Index of Prohibited Books  
 geography  
 cartographers  
 Cathay  
Il Millione  
 Lateen Sail

Portolanos  
 rudder  
 Armada  
 latitude  
 longitude  
 astrolabe  
 circumnavigate  
 compass  
 line of demarcation  
 entrepreneurs  
 balance of trade  
 mutiny  
 Viceroy  
 sea dogs  
 northwest passage  
 Boers  
 Pilgrims  
 scurvy  
 Conquistadores  
 peninsulares  
 Creoles  
 Mestizos  
 Mulattos  
 Zambos  
 Cossacks  
 Joint-stock Company  
 dividend  
 subsidies  
 naval stores  
 bounties  
 mercantilism  
 Treaty of Tordesillas  
  
 Ptolemy  
 Marco Polo  
 Pedro Cabral  
 Prester John  
 Henry the Navigator  
 Diego Caõ  
 Bartholomeu Dias

Vasco da Gama  
 Ponce de Leon  
 Vasco de Balboa  
 Ferdinand Magellan  
 Hernando Cortes  
 Francisco Fizarro  
 Francisco Coronad  
 Hernando de Soto  
 Christopher Columbus  
 Amerigo Vespucci  
 Eric the Red  
 Leif Ericson  
 Cabot  
 John Hawkins  
 Francis Drake  
 Walter Raleigh  
 Henry Hudson  
 Johann Fugger  
 Giovanni da Verrazano  
 Jacques Cartier  
 Samuel de Champlain  
 Jacques Marquette  
 Louis Joliet  
 Robert Cavellier, Sieur de la Salle  
 Virginia Darc

#### AGE OF REASON

enlightenment  
 element  
 rationalism  
 separation of powers  
 enlightened despotism  
 The Law of Conservation of Matter  
 gravity  
 natural law  
 Laissez-faire  
 mannerism  
 Baroque

opera  
 rococo  
 realism  
 neoclassicism  
 metaphysics  
 ellipses  
 Law of Inertia  
 deism  
 Leibnitz  
 Issac Newton  
 Anton van Leeuwenhoek  
 Robert Hooke  
 Robert Boyle  
 Joseph Priestley  
 Antoine Lavoisier  
 Alexander Pope  
 Benjamin Franklin  
 Thomas Hobbes  
 John Locke  
 Montesquieu  
 Rousseau  
 Voltaire  
 Diderot  
 David Hume  
 Immanuel Kant  
 Count von Zinzendorf  
 John Wesley  
 El Greco  
 Peter Paul Rubens  
 Diego Velazquez  
 Alessandro Scarlatti  
 Johann Sebastian Bach  
 George Frederic Handel  
 John Milton  
 Frans Hals  
 Jan Vermeer  
 Rembrandt van Rijn  
 Daniel Defoe  
 Jonathan Swift  
 Henry Fielding

Joseph Haydn  
 Wolfgang Amadeus Mozart  
 Ludwig van Beethoven  
 Jacques Louis David

#### AGE OF ABSOLUTE MONARCHS

Duke of Alva  
 Charles V of the Holy Roman Empire  
 Louis XIII of France  
 Marie de Medici  
 Richelieu  
 Mazarin  
 Molière  
 Jean Martinet  
 Colbert  
 Louvois  
 Louis XIV  
 Ivan IV  
 Peter I  
 Catherine II  
 Maria Theresa

#### ABSOLUTE MONARCHS

absolutism  
 Union of Utrecht  
 Privateers  
 Treaty of Westphalia  
 "L'état, c'est moi"  
 martinet  
 balance of power  
 Treaty of Utrecht  
 "Window to the West"  
 westernization  
 pragmatic sanction  
 The Great Elector  
 Seven Years' War  
 Treaty of Hubertusburg

sovereignty  
Henry VIII  
Elizabeth I  
Frederick the Great  
Holy Synod  
Junkers  
Tsar/Czar

#### AGE OF REVOLUTIONS

##### ENGLAND

James I  
Charles I  
Oliver Cromwell  
Richard Cromwell  
Charles II  
James II  
William III and Mary II  
Walpole  
William Laud  
Divine Right of Kings  
Puritans  
billet  
Royalist  
gentry  
Enclosure Movement  
inflation  
King James Version  
Cavaliers  
Roundheads  
Pride's Purge  
Rump Parliament  
Commonwealth  
Lord Protector  
Restoration  
Writ of Habeas Corpus  
Glorious Revolution  
Act of Toleration  
Limited Constitutional Monarchy

Universal Manhood Suffrage  
Cabinet  
Prime Minister  
Petition of Rights  
Whigs  
Tories

##### AMERICA (English)

indentured servants  
rights of Englishmen  
triangular trade  
"King's Friends"  
Sugar Act  
Stamp Act  
warrant  
Quebec Act  
First Continental Congress  
Hessians  
Northwest Territory  
Constitutional Act  
Navigation Act  
Quartering Act  
Sons of Liberty  
Tea Act  
Common Sense  
"Shot Heard Round the World"  
Treaty of Paris  
Confederation  
Federal System  
Constitution  
Bill of Rights  
Minutemen  
Preamble  
Cornwallis  
George Grenville  
George III  
Thomas Paine  
George Washington  
Thomas Jefferson

##### FRENCH

Marie Antoinette  
Louis XVI  
Lafayette  
Jean Paul Marat  
George Jacque Danton  
Maximilien Robespierre  
Jacobins  
Girondists  
Napoleon Bonaparte  
Horatio Nelson  
Duke of Wellington  
Old Regime  
"Lettre de cachet"  
National Assembly  
Tennis-Court Oath  
Bastille Day  
Fleur de lis  
"émigrés"  
"départements"  
Flight to Varennes  
commune  
Committee of Public Safety  
Revolutionary Tribunal  
conscription  
metric system  
directory  
Reign of Terror  
guillotine  
"coup d'état"  
Plebiscite  
Third Coalition  
guerrilla troops  
"Grand Army"  
"Scorched Earth"  
policy  
"Battle of the Nations"  
"Hundred Days"  
Bourgeoisie



Taille  
Unicameral  
"Liberté, Egalité, Fraternité"  
"The Marseillaise"  
Napoleonic Code  
Congress of Vienna

#### AGE OF REVOLUTIONS

#### AMERICA (Latin)

Pampas  
llanos  
viceroyalties  
absentee landlords  
"The Monroe Doctrine"  
Junta  
Caudillos  
Texas  
Toussaint L'Ouverture  
Dom Pedro  
John "  
Simon Bolívar  
Jose San Martín  
Bernardo O'Higgins  
Miguel Hidalgo  
Jean Jacques Dessalines  
Jose Maria Morelos  
Agustín de Iturbide  
Francisco de Miranda  
Santa Anna

#### 19TH CENTURY

#### REFORM AND REACTION

Pashas  
Balkan League  
chauvinism  
reactionaries

status quo  
Carlsbad Decrees  
Treaty of Adrianople  
compensation  
buffer  
legitimate  
Troppau Protocol  
Ultraroyalists  
abdication  
socialism  
Citizen-King  
Realpolitik  
"Russification"  
Nihilists  
Populists  
terrorism  
October Manifesto  
Duma  
Ottoman Empire  
Balaklava  
"The Charge of the Light Brigade"  
autonomy  
Ems Dispatch  
Communards  
Anarchists  
splinter groups  
coalitions  
Carbonari  
Risorgimento  
"Red Shirts"  
Camorra  
Mafia  
"Iron Chancellor"  
Kaiser  
Bundesrat  
Reichstag  
Kulturkampf  
cartels  
triple alliance  
Talleyrand

Metternich  
Castlereagh  
Alexander I  
Frederick William III  
Louis Philippe  
Louis Blanc  
Abdul Mejid I  
Nicholas I  
Florence Nightingale  
Alfred, Lord Tennyson  
Lord Palmerston  
Juarez  
Archduke Maximilian  
Kossuth  
Franz Josef I  
Louis Napoleon - Napoleon III  
Dreyfus  
Bismarck  
Wilhelm I  
Wilhelm II  
Cavour  
Mazzini  
Victor Emmanuel II

#### INDUSTRIAL REVOLUTION

incentive  
domestic system  
capital  
natural resources  
wool  
textiles  
flying shuttle  
Spinning Jenny  
Spinning Mule  
cotton gin  
factory system  
mass production  
interchangeable parts  
conveyor belt

division of labor  
 open hearth process  
 smelting  
 refine  
 foundries  
 steel  
 real wage  
 Newcomb's Engine  
Clermont  
 locomotive  
Rocket  
 locks  
 dynamo  
 steam turbine  
 internal-combustion engine  
 morse code  
 crop rotation  
 by-products  
 vulcanizing  
 Thomas Maithus  
 James Watts  
 Thomas Newcomb  
 Abraham Darby  
 Henry Bessemer  
 William Siemens  
 Emile and Pierre Martin  
 John Kay  
 James Hargreaves  
 Richard Arkwright  
 Edmund Cartwright  
 Samuel Crompton  
 Eli Whitney  
 Robert Fulton  
 Richard Trevithick  
 George Stephenson  
 William Cockerill  
 Cyrus McCormick  
 Zenobe Theophile Gramme  
 Alexander Graham Bell  
 Thomas A. Edison

Guglielmo Marconi  
 Charles Parsons  
 Gottlieb Daimler  
 Rudolf Diesel  
 Henry Ford  
 Ferdinand von Zeppelin  
 Alberto Santos-Dumont  
 Orville and Wilber Wright  
 Jethro Tull  
 Viscount Townshend  
 Charles Goodyear  
 Alessandro Volta  
 Andre Ampere

#### ECONOMIC AND SOCIAL THOUGHT

Adam Smith  
 David Ricardo  
 Charles Dickens  
 John Stuart Mill  
 Charles Fourier  
 Robert Owen  
 Karl Marx  
 Friedrich Engels  
 Jeremy Bentham  
 Hegel  
 Ludwig van Beethoven  
 Franz Schubert  
 Frederic Chopin  
 Hector Berlioz  
 Gioacchino Rossini  
 Friedrich von Schiller  
 Johann W. von Goethe  
 Francois de Chateaubriand  
 George Sand  
 Alexander Dumas  
 Victor Hugo  
 Samuel T. Coleridge  
 William Wordsworth  
 John Keats

Percy Bysshe Shelley  
 Lord Byron  
 Walter Scott  
 Robert Burns  
 William Blake  
 Eugene Delacroix  
 Gustave Courbet  
 Honore Daumier  
 Jean F. Millet  
 H. de Balzac  
 Gustave Fiaubert  
 W. M. Thackeray  
 George Eliot  
 Ivan Turgenev  
 Leo Tolstoy  
 Feodor Dostoevsky  
 Emile Zola  
 Stephen Crane  
 Theodore Dreiser  
 Henrik Ibsen  
 Stephane Mallarme  
 Paul Verlaine  
 Arthur Rimbaud  
The Wealth of Nations  
 Laissez faire  
 Corn Laws  
 humanitarian  
 strike  
 collective bargaining  
 Utopianism  
 Socialism  
 New Harmony  
Communist Manifesto  
 Economic determinism  
 Bourgeois  
 "Dictatorship of the Proletariat"  
 "Scientific Socialism"  
Das Kapital  
 Communism  
 First International

Utilitarianism  
 exploitation  
 surplus value  
 romanticism  
 realism  
 naturalism  
 symbolism  
 impressionism  
 post-impressionism  
 functionalism  
 nationalism  
 philanthropists  
 The Red Cross  
 Olympic games  
 evolution  
 anthrax  
 hydrophobia  
 heredity  
 antiseptic surgery  
 uranium and radium  
 atom  
 sociology  
 behaviorism  
 "Super Race"  
 Alfred Noble  
 Andrew Carnegie  
 Charles Darwin  
 Louis Pasteur  
 Gregor Mendel  
 Joseph Lister  
 Madame Curie  
 Ernest Rutherford  
 Auguste Comte  
 Herbert Spencer  
 Ivan Pavlov  
 Friedrich Nietzsche  
 Thomas Hardy  
 G. B. Shaw  
 H. G. Wells  
 Herman Melville

Mark Twain  
 Rudyard Kipling  
 Henry David Thoreau  
 Anton Chekov  
 Claude Monet  
 Auguste Renoir  
 Camille Pissarro  
 Alfred Sisley  
 Paul Cezanne  
 George Seurat  
 Paul Gauguin  
 Vincent van Gogh  
 Toulouse-Lautrec  
 Otto Wagner  
 Louis Sullivan  
 Frank Lloyd Wright  
 Richard Wagner  
 Tchaikovski  
 Brahms  
 Debussy  
 rotten boroughs  
 pocket boroughs  
 liberal party  
 conservative party  
 Fabian Society  
 Chartists  
 Klondike Gold Rush  
 Aborigines  
 Gatling Gun  
 "Emancipation Proclamation"  
 "Melting Pot"  
 Manifest Destiny  
 disenfranchised  
 "Home Rule"  
 bicameral  
 cantons  
 direct Democracy  
 popular referendum  
 multinational empires  
 Bach System

"Germanization"  
 Ausgleich  
 Decembrist Uprising  
 Tsar Liberator  
 Slavophiles  
 Westerners  
 Pale  
 Marism  
 Social Democratic Labor Party  
 "Bloody Sunday"  
 Freedom Manifesto  
 Pan Slavism  
 Treaty of Bucharest  
 Congress of Berlin  
 Benjamin Disraeli  
 William Gladstone  
 Emmeline Pankhurst  
 C. S. Parnell  
 D. L. George  
 Ferdinand de Lesseps  
 Francis Joseph  
 Francis Deak  
 Michael Bakunin  
 Lenin  
 Leon Trotsky  
 Hatt-I Humayun  
 Abdul-Hamid II  
 Ismail Pasha  
 Henry Stanley  
 David Livingston  
 Cecil Rhodes  
 Charles Gordon  
 Herbert Kitchener  
 Robert Clive  
 James Cook  
 Townsend Harris  
 Lord Durham  
 John Macdonald  
 arbitration  
 Spanish-American War

Coaling Station  
 protectorate  
 condominium  
 concession  
 sphere of influence  
 Barbary pirates  
 Bey  
 Dey  
 Algeciras Conference  
 Agadir Incident  
 Khedives  
Terra Incognita  
 Ashanti  
 Mungo Park  
 Hottentots  
 Hereros  
 Afrikaans  
 Fashoda Incident  
 power vacuum  
 "Black Hole of Calcutta"  
 Thuggee  
 Indian National Congress  
 Moslem League  
 Maori Wars  
 Treaty Ports  
 Meiji  
 Manchus  
 Extraterritoriality  
 "Unequal Treaties"  
 Treaty of Shimonoseki  
 Trans-Siberian Railroad  
 Zulu War  
 British East Africa  
 Boer War  
 Apartheid  
 Opium War  
 Boxer Rebellion  
 Open Door Policy  
 "Righteous Fists"  
 Russo-Japanese War

Kuomintang  
Oregon  
 Roosevelt Corollary  
 "Dollar Diplomacy"  
 Pan-American Union  
 Rough Riders  
 Platt Amendment  
Maine  
 hegemony  
 kowtow  
 Geishas  
 Kabuki  
 Diet  
 Sun-Yat-sen  
 Anastasio Somoza  
 Commodore Perry  
 Mitsubishi

#### WORLD WAR I

imperialism  
 nationalism  
 militarism  
 Alliance System  
 Triple Alliance  
 Triple Entente  
 ultimatum  
 Black Hand  
 Schlieffen Plan  
 belligerent  
 propaganda  
 attrition  
 trenches  
 contraband  
 submarine warfare  
Lusitania  
Sussex  
 provisional  
 convoy  
 reconnaissance

central powers  
 allied powers  
 Treaty of Brest-Litovsk  
 Sykes-Picot Agreement  
 "Power Keg of Europe"  
 armistice  
 "Big Four"  
 reparation  
 League of Nations  
 Fourteen Points  
 Polish Corridor  
 Treaty of Versailles  
 Francis Ferdinand  
 Gavrilo Princip  
 Leopold Berchtold  
 Arthur Zimmermann  
 T. E. Lawrence  
 Ferdinand Foch  
 Woodrow Wilson  
 Kaiser Wilhelm II  
 Helmuth von Moltke  
 Joseph Jacques Joffre  
 Joseph Simor. Gallieni  
 Henri Petain  
 Winston Churchill  
 Georges Clemenceau  
 David Lloyd George  
 Vittorio Orlando

#### 1919-1939 DEMOCRACIES

planned economy  
 Maginot Line  
 Locarno Pact  
 general strike  
 popular front  
 economic nationalism  
 Easter Rebellion  
 Zionism  
 Balfour Declaration

passive resistance  
 "Anschluss"  
 boom  
 "Roaring Twenties"  
 speculating  
 Good Neighbor Policy  
 Trade Agreement Act  
 Depression  
 "The New Deal"  
 Ulster  
 Irish Free State  
 Kellogg-Briand Pact  
 pacifist  
 Swaraj  
 Satyagraha  
 Amritsar Massacre  
 Chaim Weizmann  
 Arthur Balfour  
 Ramsay MacDonald  
 Mohandas Gandhi  
 Mohammed Ali Jinnah  
 Jawaharlal Nehru  
 Bela Kun  
 Nicholas Horthy  
 Josef Pilsudski  
 Mustafa Kemal  
 Young Turks  
 Reza Shah Pahlavi  
 Chinese Soviet Republic  
 "Long March"  
 Leon Blum  
 Franklin D. Roosevelt  
 Chiang Kai-shek  
 Mao Tse-tung  
  
 1919-1939 TOTALITARIANISM  
  
 ideology  
 Petrograd Soviet  
 Mensheviks

Bolsheviks  
 "Bread, Land, and Peace"  
Aurora  
 Bolshevik Revolution  
 Whites  
 Communist Party  
 Reds  
 Cheka  
 U.S.S.R.  
 Soviet Union  
 New Economic Policy  
 Red Army  
 Permanent Revolution  
 Five-Year Plan  
 Collectivization  
 Kulaks  
 Comintern  
 purges  
 Fascism  
 Squadristi  
 Black Shirts  
 il Duce  
 corporate state  
 syndicates  
 Weimar Republic  
 inflation  
 Nazi Party  
 Brown Shirts  
 Locarno  
Mein Kampf  
 Reichstag  
 Third Reich  
 Der Fuhrer  
 Nuremberg Laws  
 Gestapo  
 concentration camps  
 anti-Semetic  
 "Lebensraum"  
 Rome-Berlin Axis

WORLD WAR II  
  
 collective security  
 Five-Power Treaty  
 Nine-Power Treaty  
 "China Incident"  
 Lytton Commission  
 Anti-Comintern Treaty  
 sanctions  
 Falange  
 Nationalists  
 Loyalists  
 International Brigade  
 Fifth Column  
 el Caudillo  
 "Guernica"  
 appeasement  
 Anschluss  
 Luftwaffe  
 Nazi-Soviet Non-Agression Pact  
 blitzkrieg  
 Sitzkrieg  
 Panzer  
 collaborators  
 Battle of Britain  
 Atlantic Charter  
 Maquis  
 "Non-neutral, non-belligerent"  
 "Yellow Aryan"  
 "Generals Frost and Mud"  
 "New Order"  
 "Final Solution"  
 Auschwitz  
 Dachau  
 Buchenwald  
 Sonar  
 "Island Hopping"  
 Operation Overlord  
 D-Day  
 Battle of the Bulge

V-E Day  
 V-J Day  
 Kamikazes  
 Wolf Packs  
 cash and carry  
 lend-lease  
 Wehrmacht  
 Neutrality Acts  
 ghetto  
 Yalta  
 Potsdam  
 Nuremberg Trials  
 Dumbarton Oaks  
U.S.S. Missouri  
 holocaust  
 Haile Selassie  
 Primo de Rivera  
 Francisco Franco  
 Alfonso XIII  
 Neville Chamberlain  
 Edouard Daladier  
 Hermann Goring  
 Erwin Rommel  
 Bernard Montgomery  
 Charles de Gaulle  
 Isoroku Yamamoto  
 Dwight D. Eisenhower  
 Francois Darlan  
 Pietro Badoglio  
 George Patton  
 Douglas MacArthur  
 Chester Nimitz  
 Harry Truman

AFTER 1945

Charles de Gaulle  
 Georges Pompidou  
 Giscard d'Estaing

Francois Mitterand  
 Khrushchev  
 Brezhnev  
 Kosygin  
 Imre Nagy  
 Nicolae Ceausescu  
 Josip Broz Tito  
 Martin Luther King, Jr.  
 Clement Attlee  
 Konrad Adenauer  
 Willy Brandt  
 Alcide de Gasperi  
 Antonio de Oliveira Salazar  
 Shigeru Yoshida  
 Chou En-lai  
 Liu Shao-chi  
 Teng Hsiaop'ing  
 Syngman Rhee  
 Richard M. Nixon  
 Spiro Agnew  
 Yuri Gagarin  
 Neil Armstrong  
 International Court of Justice  
 Trusteeship Council  
 Secretariat  
 Economic and Social Council  
 General Assembly  
 Security Council  
 UNRRA  
 Cold War  
 Allied Control Council  
 genocide  
 Soviet satellites  
 Truman Doctrine  
 Marshall Plan  
 containment  
 "Enlightened self-interest"  
 welfare state  
 EEC  
 Summit Conference

NATO  
 Warsaw Pact  
 "One Nation, Two States"  
 Great Society  
 EFTA  
 Benelux  
 bipolarism  
 arms race  
 segregation  
 terrorism  
 hydrogen bomb  
 peaceful coexistence  
 nonaligned  
 pragmatic  
 Intercontinental Ballistic Missiles  
Brown v. Board of Education of  
Topeka  
 Watergate  
 Sputnik I  
 Echo  
 Apollo  
 Skylab  
 Vietnam  
 Vietcong  
 SEATO  
 Knesset  
 PLO  
 Pan-Arabism  
 United Arab Republic  
 Baath Party  
 Kibbutzim  
 Mau Mau  
 Rhodesia Front  
 OAS  
 CIA  
 UNEF  
 "Domino Theory"  
 Alliance for Progress  
 Shuttle Diplomacy  
 Camp David

Phalangists  
 Gulf of Tonkin Resolution  
 "Vietnamization"  
 Ho Chi Minh Trail  
 Paris Accords  
 Boat People  
 Lal Bahadur Shastri  
 Indira Gandhi  
 Mohammed Ayub Khan  
 Ho Chi Minh  
 Ngo Dinh Diem  
 Achmed Sukarno  
 T.N.J. Suharto  
 David Ben-Gurion  
 Gamal Abdel Nasser  
 Faisal II  
 Hussein  
 Ismet Inonu  
 Mohammed Mossadegh  
 Adnan Menderes  
 Golda Meir  
 Ahmed Ben Eella  
 Se'kou Toure'  
 Kwame Nkrumah  
 Julius Nyerere  
 Moise Tshombe  
 Patrice Lumumba  
 Jacobo A. Guzman  
 Juan Peron  
 Eva Peron  
 Getulio Vargas  
 Joao Goulart  
 Fidel Castro  
 Henry Kissinger  
 Anwar el-Sadat  
 Jimmy Carter  
 Menachem Begin  
 Hosni Mubarak  
 Ayatollah Khomeini  
 Mobutu Sese Soko

Idi Amin  
 Milton Obote  
 Robert Mugabe  
 Salvador Allende  
 Abel Muzore Wa  
 Augusto Pinochet  
 Leopold Galtieri  
 Raul Alfonsin  
 Carlos Umberto Romero  
 Alvaro Magana Borjo  
 Jose Napoleon Duarte  
 Anastasia Somoza Debayle  
 Lon Nol  
 Pol Pot  
 Ferdinand Marcos  
 Margaret Thatcher  
 Muammar al-Qaddafi  
 Helmut Schmidt  
 Helmut Kohl  
 Juan Carlos I  
 Lech Walensa  
 Wojciech Jaruzelski  
 Yuri Andropov  
 Konstantin Chernenko  
 Sandinista  
 National Liberation Front  
 Contras  
 Khmer Rouge  
 Ostpolitik  
 Solidarity  
 Detente  
 ratified  
 Politburo  
 SALT II  
 "Tass"  
 stagflation  
 futurologists  
 overkill  
 deterrence  
 parity

arms control  
 ceilings  
 nuclear freeze  
 nuclear proliferation  
 nuclear reactors  
 developed nations  
 developing nations  
 fission  
 fusion  
 acid rain  
 refugees  
 terrorism  
 human rights  
 pollution  
 hunger  
 population growth

#### SOCIETY IN TRANSFORMATION

homogeneous  
 psychiatrist  
 Sigmund Freud  
 Carl Jung  
 Alfred Adler  
 F. Scott Fitzgerald  
 T. S. Eliot  
 Virginia Woolf  
 John M. Keynes  
 Ernest Hemingway  
 Gertrude Stein  
 John Dos Passos  
 James Joyce  
 James Weldon Johnson  
 Langston Hughes  
 Claude McKay  
 Cubism  
 Pablo Picasso  
 Georges Braque  
 Piet Mondrian  
 Surrealism

Salvador Dali  
Paul Klee  
Joan Miro  
Bauhaus  
Walter Gropius  
Isadora Duncan  
Martha Graham  
Impresario  
Sergei Diaghilev  
Igor Stravinsky  
Vaslau Nijinsky  
choreographer  
George Balanchine  
Sergei Prokofiev  
dissonant  
Arnold Schonberg  
Alban Berg  
jazz  
Louis Armstrong  
Bessie Smith  
Jelly Roll Morton  
Albert Einstein  
Theory of Relativity  
Maxim Gorky  
Mikhail Sholokhov  
Sergei Eisenstein  
Leni Riefenstahl  
Alfred Hitchcock  
George Orwell  
John Steinbeck  
beat generation  
Beatniks  
Jack Kerouac  
Allen Ginsberg  
Jean Paul Sartre  
existentialism  
computers  
automation  
lasers  
Samuel Beckett

Eugene Ionesco  
Edward Albee  
Boris Pasternak  
Andrei Sakharov  
Alexander Solzhenitsyn  
defected  
Rudolf Nureyev  
Mikhail Baryshnikov  
Natalie Makarova  
DNA  
James Watson  
Francis Crick  
feminism  
consciousness-raising  
Ama Ata Aidoo  
The Dilemma of a Ghost  
Wole Soyinka  
A Dance of the Forest  
Gabriela Mistral  
Pablo Neruda  
Gabriel Garcia Marquez  
television  
radio  
communication satellites  
multinational corporations  
Rock n Roll



## LOCATIONS

### PREHISTORIC

Mongolia  
Great Rift Valley  
Olduvai Gorge  
Caucasus Mountains  
Bering Straits  
Nile River  
Tigris River  
Indus River  
Euphrates River  
Hwang Ho (Yellow) River  
Yangtze River

### FERTILE CRESCENT

Fertile Crescent  
Persian Gulf  
Sumer  
Ur  
Babylon  
Syria  
Asia Minor  
Assur  
Nineveh  
Phoenicia  
Tyre  
Sidon  
Sicily  
Sardinia  
Malta  
Cartage  
Sinai Peninsula  
Persepolis  
Judah  
Israel  
Mt. Sinai  
Mt. Ararat

### Jerusalem

### EGYPT

Nile Delta  
Isthmus of Suez  
Upper Egypt  
Lower Egypt  
Memphis  
Thebes  
Orontes River  
Ethiopia  
Tell el Amarna  
Red Sea  
Indian Ocean  
Giza  
Heliopolis  
Luxor  
Karnak  
Valley of the Kings

### SOUTH AND EAST ASIA

Indus River  
Ganges River  
Khyber Pass  
Mohenjo-Daro  
Harappa  
Himalaya Mountains  
Hindu Kush  
Deccan  
Western Ghats  
Eastern Ghats  
Ceylon  
Arabian Sea  
Bay of Bengal

Yangtze River  
Hwang Ho River  
Gobi Desert  
Manchuria  
Angkor Wat  
Angkor Thom  
Pataliputra  
University of Nalanda  
Korea  
Japan  
Pyongyang  
Kwangju  
Kyongju  
Hokkaido  
Honshu  
Shikoku  
Kyushu  
Great Wall of China

### GREECE

Balkan Peninsula  
Adriatic Sea  
Aegean Sea  
Crete  
Mediterranean  
Troy  
Knossos  
Peloponnesus  
Mycenae  
Tiryns  
Pylos  
Mt. Olympus  
Delphi  
Olympia  
Byzantium  
Bosporus

Syracuse  
Cyrene  
Attica  
Athens  
Sparta  
Delos  
Corinth  
Laconia  
Piraeus  
Hellas  
Thrace  
Macedonia  
Thermopylae

#### ROME

Alps  
Apennine Mts.  
Po River  
Latium  
Etruria  
Rome  
Ostia  
Rubicon River  
Cisalpine Gaul  
Gaul  
Corsica  
Strait of Messina  
Illyria  
Zama  
Cannae  
Britain  
Spain  
Actium  
Danube River  
Dacia  
Hadrian's Wall  
Mithradates

Pharsalus  
Spalato (Split)  
Nicomedia  
Milan  
Nova Roma  
Constantinople  
Istanbul  
Byzantium  
Bethlehem  
Jerusalem  
Nazareth  
Tarsus  
Cyrenaica

#### MIDDLE AGES

Nicaea  
Venice  
Kiev  
Dnieper River  
Novgorod  
Neva River  
Moscow  
Vladimir  
Black Sea  
Lake Peipus  
Baltic Sea  
Carpathian Mts.  
Ural Mts.  
Dvina River  
Vistula River  
Don River  
Volga River  
Dniester River  
Lake Ladga  
Sea of Azov  
Scandinavia  
Sarai  
Arabia  
Jidda

Mecca  
Medina  
Gibraltar  
Baghdad  
Cairo  
Cordova  
Toledo  
Tangier  
Seville  
Tours  
Granada  
Baltic Sea  
North Sea  
English Channel  
Ghent  
Maine  
Bruges  
Anjou  
Avignon  
Aquitaine  
Constance  
Toulouse  
Prague  
Gascony  
Flanders  
Champagne  
Bologna  
Papal States  
Poitiers  
Lombardy  
Normandy  
Northumbria  
Mercia  
Wessex  
Kent  
Canterbury  
Hastings  
Brittany  
Aix-la-Chapelle  
Aachen

Kingdom of the Two Sicilies

Clermont

Genoa

Pisa

County of Edessa

Antioch

Country of Tripoli

Damascus

Zara

Crecy

Agincourt

Calais

Orleans

Portugal

Castile-Leon

Navarre

Aragon

Canossa

Runnymede

Bosworth Field

Iberian Peninsula

#### AFRICA - AMERICA

Sahara

Sudan

Congo River

Kalahari Desert

Niger River

Zambezi

Cush

Aksu

Lake Chad

Timbuktu

Gao

Ethiopia

Bering Strait

Isthmus of Panama

Amazon River

Andes Mts.

Tierra del Fuego

Yucatan

Chichen-Itza

Tula

Tenochtitlan

Cuzco

Tikal

La Venta

#### SOUTH AND EAST ASIA

Delhi

Samarkand

Angora

Agra

Grand Canal

Peking

Hangchow

Karakorum

Shangtu

Nanking

Honshu

Kyushu

Shikoku

Hokkaido

Nara

Kyoto

Yedo

Chosen

#### RENAISSANCE AND REFORMATION

Florence

Urbino

Wittenberg

Worms

Switzerland

Sweden

Norway

Denmark

Scotland

Saxony

Netherlands

New England

#### AGE OF EXPLORATION

Moluccas

Madeira Islands

Azores

Canary Islands

Namibian Desert

Cape of Good Hope

Caribbean Sea

San Salvador

Cape Verde

Strait of Magellan

Philippines

Angola

Mozambique

Zanzibar

Goa

Malacca

Macao

Nova Scotia

Newfoundland

Iceland

Greenland

Vin land

Madras

Bombay

Calcutta

Batavia

Siberia

Amur River

Java

Sumatra  
Quebec  
Mississippi River  
Barbados  
Jamestown  
New Amsterdam  
Plymouth  
Cape Cod  
Roanoke Island  
Cathay

#### AGE OF ABSOLUTISM

Balearic Islands  
Franche-Comte  
Vienna  
Madrid  
Dutch Netherlands  
Spanish Netherlands  
La Rochelle  
Brandenburg  
Alsace  
Versailles  
Prussia  
Savoy  
Crimea  
Gulf of Finland  
St. Petersburg  
Bavaria  
Saxony  
Silesia  
Berlin

#### AMERICAN REVOLUTION

Appalachian Mts.  
Hudson River  
Mohawk River

Potomac River  
Ohio River  
Missouri River  
Rocky Mts.  
Sierra Nevada Mts.  
Lexington  
Concord  
Saratoga  
Yorktown

#### FRENCH REVOLUTION

Cape Trafalgar  
Austerlitz  
Warsaw  
Confederation of the Rhine  
Leipzig  
Elba  
Waterloo  
St. Helena

#### LATIN AMERICAN REVOLUTIONS

Latin America  
New Spain  
New Granada  
Peru  
LaPlata  
Bogota  
Lima  
Buenos Aires  
Haiti  
Santo Domingo  
Caracas  
Great Colombia  
Mendoza  
Rio de Janeiro  
Guadalajara

Texas

#### 19TH CENTURY

Crimean  
Sevastopol  
Wallachia  
Moldavia  
Tuscany  
Venetia  
Piedmont  
Bulgaria  
Albania  
Cyprus  
Nice  
Modena  
Romagna  
Bosnia  
Herzegovina  
Montenegro  
Serbia  
Rumania  
New Brunswick  
Prince Edward Island  
Ontario  
Quebec Province  
Saskatchewan  
Alberta  
New South Wales  
Tasmania  
South Australia  
Victoria  
Louisiana Purchase  
Texas Annexation  
Mexican Cession  
Oregon Country  
Gadsden Purchase  
Alaska  
Hawaii

Panama Canal

## IMPERIALISM

Algeria  
Tunisia  
Tunis  
Morocco  
Libya  
Dakar  
French West Africa  
French Equatorial Africa  
Gold Coast  
Nigeria  
Lagos  
Belgian Congo  
Cameroons  
German Southwest Africa  
Rio de Oro  
Rio Muni  
Liberia  
Orange Free State  
Transvaal  
Bechuanaland  
Rhodesia  
Ujiji  
German East Africa  
Madagascar  
Uganda  
South Africa  
Canton  
Hong Kong  
Amoy  
Foochow  
Ningpo  
Shanghai  
Vladivostok  
Formosa  
Liao-tung Peninsula

Port Arthur  
Hanbin  
Tsingtao  
Shantung Peninsula  
Weihaiwei  
Sakhalin  
Malay Peninsula  
Singapore  
Siam  
Borneo  
New Guinea  
French Indo-China  
Midway Islands  
New Caledonia  
Guam Island  
Wake Island

## ISLAND GROUPS:

Marquesas  
Society  
Fiji  
Gilbert  
Solomon  
Cook  
New Hebrides  
Caroline  
Marshall  
Mariana  
Samoa  
Mexico  
Venezuela  
British Guiana  
Cuba  
Havana  
Puerto Rico  
Guantanamo Bay  
Canal Zone  
Colombia

Dominican Republic  
Nicaragua

## WORLD WAR I

Alsace-Lorraine  
Albania  
Sarajevo  
Marne  
Dardanelles  
Flanders  
Tannenberg  
Gallipoli  
Jutland  
Verdun  
Czechoslovakia  
Yugoslavia  
Bessarabia  
Finland  
Estonia  
Latvia  
Lithuania  
Danzig  
Iran  
Ruhr  
Saar  
Sudetenland  
Rhineland

## WORLD WAR II

Manchukuo  
Chungking  
Burma Road  
Ethiopia  
Siegfried Line  
Rotterdam  
Dunkirk  
Coventry

Tobruk  
El Alamein  
Murmansk  
Archangel  
Stalingrad  
Baku  
Hainan  
Pearl Harbor  
Malaya  
Gilbert Islands  
Anzio  
Midway  
Coral Sea  
Kiska  
Attu  
Dutch Harbor  
Guadalcanal  
Tarawa  
Truk  
Saipan  
Tinian  
Leyte  
Remagen  
Iwo Jima  
Okinawa  
Ardennes  
Hiroshima  
Nagasaki

AFTER 1945

Taipei  
Peoples' Republic of China  
Inchon  
Seoul  
Panmunjom  
Yalu River  
Pusan  
New Delhi  
Karachi

Malaysia  
Dien Bien Phu  
Hanoi  
Haiphong  
Gulf of Tonkin  
Mekong River  
Saigon  
Hue  
Phompenh  
Luzon  
Thailand  
Cambodia  
Laos  
Baghdad  
Kuwait  
Djibouti  
Ghana  
Tanzania  
Zaire  
Biafra  
Aswan  
Golan Heights  
Gaza Strip  
West Bank  
Strait of Hormuz  
Zimbabwe  
Falkland Islands  
Northern Ireland  
Helsinki  
Grenada  
Lebanon  
Beirut  
Tripoli  
Teheran  
Afganistan  
Bangla Desh  
El Salvador

A BRIEF OVERVIEW OF MAJOR PERIODS  
AND TRENDS IN WORLD ART AND MUSIC

514

## THE STONE AGE

From the confused haze of a distant past, historians have learned that man had been working with his hands as a tool maker somewhere around 600,000 B.C. In the processes of every day life one of our early ancestors may have picked up a small part of a burnt stick or a fragment of colored clay and found that he would produce a mark. From this discovery our species was launched on a sojourn into visual experiences of monumental proportions. This desire to create an artistic record of the history of man is a book whose chapters will never be complete.

After many years of progressive development man produced some of the earliest surviving examples of stone age art. The subject of most stone age art was "hunt magic," religion, or human and animal fertility. By depicting a dead or wounded animal the artist (who may have been the tribal medicine man or shaman) sought to ritualistically "kill" the animal of the next days hunt. In a like manner the creation of a small carved figure of a pregnant female would help to insure the fertility of the women of the tribe. The procreation of both humans and animals was a frequent subject of stone age art.

## THE FERTILE CRESCENT

The Fertile Crescent, "like Egypt whose development was protected by natural barriers, was an open area divided into city states. Closely proximity to one another created a very similar artistic style. A large majority of the architecture centered around the walled citadel and temple Ziggurat constructed primarily of sun-dried brick. The sculpture is based on the cone or cylinder in the formation of the human body. The stone or clay effigies of gods and kings can be recognized by stiff upright posture, hands folded across the breast, simplified facial features with large "fish-like" eyes considered "the window of the soul."

## EGYPT

The mystery of the Egyptian culture is one that has long intrigued scientist and artist alike. A civilization whose influences, both great and small, affected the development of most of the known world for thousands of years.

The growth of Egyptian art can be broken down into three general divisions; the old kingdom, middle kingdom, and new kingdom. These kingdoms are divided into the dynastic periods of the pharaohs (god kings) who were the supreme rulers and religious leaders of Egypt.

At first glance Egyptian art may seem to have changed little over thousands of years. Change did accrue in the basic style that prevented its extinction as an art form. Egyptian art was strictly controlled by the state religion, consequently changes were few and far between. Egyptian art can be identified by the geometric or cubic style in painting, sculpture, and architecture.



## EARLY AEGEAN CIVILIZATION

Early Aegean art can be highlighted in the Cycladic, Minoan, and Mycenaean cultures. The inhabitants of the Cycladic Islands left little evidence of their existence outside of simple stone tombs littered with marble idols. These figures had a flat, wedge shaped body, hands crossed on the chest, columnar neck, flat egg shaped head with a wedge shaped nose. The artist had an extraordinary feeling for the organic structure of the human body.

The center of the Minoan life and art seemed to be centered around the palace. The architecture of the structure was loosely connected by individual sections several stories high with low ceilings supported by columns that tapered downward, topped by a wide, cushion-shaped capital. The rooms had an airy open quality decorated with frescoes.

The inhabitants of the Island of Crete have come to be called Mycenaeans, after Mycenae, the most important of their settlements. One of the outstanding features in architecture was the "Beehive Tombs." These were conical stone chambers built of concentric layers of precisely cut stone blocks. Alongside the dead were placed masks of gold or silver, drinking vessels, jewelry, and weapons all of an exquisite workmanship.

## GREEK ART

The three stages of Greek art can be defined as archaic, classical, and hellenistic.

The outstanding features of archaic art can be represented in the development of the geometric, or orientalizing style. We know the geometric style from painted pottery, and small sculpture (monumental architecture and sculpture in stone did not appear until the seventh century). At first the pottery had been decorated with abstract designs. By the end of 800 B.C. human and animal figures are used.

The desire to build and sculpt in stone for the sake of permanence developed during the orientalizing period. In the outset the sculpture had a hard Egyptian resemblance. One difference can be noted. This is the first time in history where free standing sculpture of monumental size has been found.

The achievements in architecture were the development of the three classic orders, doric, ionic, and corinthian. Both the doric and ionic were developed at the same time and can be identified by the standard parts, and the sequence, constituting the exterior of most doric temples.

## CLASSICAL AND HELLENISTIC ART

The classical and Hellenistic art was an outgrowth of "The Ultimate Beauty" philosophy. In the classical period the Greeks will bring the art of sculpture to a point of anatomical exactness working into the decadent in the Hellenistic Period. The sculpture can be identified by works that "stand" in the full sense of the word. Their stance is really an arrested walk, with the weight of the body resting evenly on both legs. The strict symmetry of the archaic has now given way to a calculated nonsymmetry. The body rests mainly in the left leg, and the right leg plays the role of an elastic prop or buttress to make sure the body keeps its balance.

A hallmark figure of Hellenistic architecture was the construction of the Tomb of Mausolus, who ruled Asia Minor in 350 B.C. This tomb was the only demonstration in architecture to correspond to the Parthenon in size. The structure rose to a height of 160 feet. A tall rectangular base of 117 feet and 82 feet deep supported a colonnade of ionic columns 40 feet tall, topped by a pyramid crowned by a chariot with statues of the deceased. The tomb was based on the idea of human life as a glorious struggle or chariot race.

## ROMAN ART

The shape and flavor of Roman art is a direct adaptation of all that was Greek. One of the differences between the Roman and the Greek is the extensive use of concrete (a mixture of gravel and mortar with rubble). The use of this mixture enabled the building of very large public and domestic architecture.

The Basilicas, long halls serving a variety of civic purposes in Hellenistic times, under the Romans became a standard feature of every Roman town. Their function was to provide a grand setting for the courts of law under the empire as well as public baths.

The Romans had a love for sculpture and the demand for it was great. There were whole categories of sculpture produced for decoration only. Where the Greeks used sculpture to glorify the gods and the noble, the Romans took the ideal from it and showed the common side of man. Many examples of Roman architecture, sculpture, and painting can be found at Herculaneum and Pompeii, two Roman towns buried under the ash of Mount Vesuvius in 79 A.D.

## GOTHIC ART

The term Gothic was coined for architecture, and it is in architecture that the characteristics are most easily recognized. Only during the past hundred years have we become accustomed to speak of gothic sculpture and painting. In the age of the great cathedrals, architecture retained its dominant role. Gothic sculpture, at first severely architectural in style, tended to become less after 1200. Its greatest achievements are between the years 1200 and 1400. Painting reached a climax of creative endeavor between 1300 and 1350 in central Italy. North of the Alps, it became the leading art form in 1400. Toward the middle of the fourteenth century, a "international Gothic" style develops everywhere. Shortly after that, this unity breaks down: Italy, with Florence in the lead, creates a new art form, that of the early Renaissance.

## BYZANTINE ART

Soon after the division of the empire there emerged a style of art in the court at Constantinople in Byzantium. The influence of the east becomes discernible within the early beginning of the fifth century. In this time Constantinople not only reasserted its political dominance over the west but became the undisputed artistic capital as well.

An art form that was used frequently in Byzantine art was the mosaic. At the church of S. Vitale the Byzantine art is shown in two famous mosaics flanking the altar. We find an ideal of human beauty quite different from the squat, large-headed figures of early Christian art. In contrast we find extraordinarily tall, slim figures, with tiny feet, small, almond-shaped faces dominated by huge, staring eyes.

Of the surviving monuments of old Constantinople the most important by far is the Hagia Sophia (The Church of Holy Wisdom), the architectural masterpiece of the age.

Byzantine architecture also spread to Russia. There the basic type of Byzantine church underwent an amazing change through the use of wood as a structural material. The most famous product of this native trend is the Cathedral of St. Basil adjoining the Kremlin in Moscow.

## RENAISSANCE

At the end of the late Gothic Age, Florence dominated the Renaissance with the original creators of the new style. The artists of the era began to go back to the large monumental order of the Roman and Greek art with a new sense of realism. The Church and the development of the new merchant class could afford to patronize most of the artists of the time. This allowed for the creation of a verity of subject matter ranging from saints, the holy family, and classical mythology to portraits, battles, and everyday life. The Renaissance later arose in all other parts of Europe, each adding its own particular flavor and invention.

## BAROQUE

For almost a century, art historians designated baroque as meaning irregular, contorted, grotesque. It has been claimed that the baroque style expresses the spirit of the counter reformation, a dynamic movement of self-renewal within the Catholic Church. The old realism of the Renaissance will now give way to the "new naturalism" in painting, sculpture and architecture. Baroque art acknowledges no sharp distinction between sculpture and painting. Both may be combined to form a compound illusion, like that of a stage.

## THE AGE OF REVOLUTION

Neoclassicism and Romanticism are the two art movements that came into being during the 1750's-1820's. As there were revolts in the political order of the west, this radical movement also included the arts.

Romanticism refers not to a specific style but to an attitude of mind that may reveal itself in any number of ways. The word derives from the writing of the time called "Romances" because they were written in a romance language, not Latin. The declared aim of the romantic, however, was to tear down anything in the way of a "return to nature." Man was to behave naturally, giving his impulses free rein. The romantic worshipped liberty, power, love, violence, or anything that aroused his responses and emotions. Neoclassicism is a new revival of classical antiquity; it is more consistent than earlier classicism. Neoclassical art was very popular with the architects of the new world.

## THE INDUSTRIAL SOCIETY

### REALISM AND IMPRESSIONISM

As a descriptive term, "realism" is one that does not conflict with the real identity of the figures or objects embodied in a work of art. It shows people as types rather than individuals. Drawn largely from the artists environment. In realism the artist works with hunters, peasants, and common workers over the rich and noble.

The word impression had been coined in 1874, after a hostile critic had looked at a painting by Claude Monet. Impressionist painting can be described as flooded with light, flickering networks of color with dappled patterns of shadow that radiate a human warmth. As with realism, impressionism drawn on the everyday work for its subject matter.

## CUBISM

The Cubist Movement, started by Paul Cezanne in the late 1800's, gave us our first abstract art works of the 20th century. Pablo Picasso, a student of Cezanne brought the form to its full maturity. Picasso's revolutionary use of voids and solids is hard to describe. The early critics who saw only the prevalence of sharp edges and angles, called the new style cubism. In cubistic works we cannot be sure whether the shapes are concave or convex. Many of the shapes look like fragments of translucent forms. The cubistic treatment of the human body is not only out of proportion, but the organic integrity and continuity are denied. The figures as well as their setting are broken up into angular wedges or facets to the point where they resemble a field of broken glass.

## THE SECOND WORLD WAR

The 1930's was a decade of depression, reaction, and isolation in politics and art. A very different kind of expressionist or realist-expressionist came out of this time called social realism. The artist uses a form of microscopic realism in still lifes. The figures of the painting become intense and repulsive but definitely effective studies in showing the horrible disintegration of man and his environment.

In the 1930's a number of sculptors were emerging, some of whom were destined to change the face of sculpture at the end of World War II. One of the styles to come out of this period was constructivism, a form of art where the artist would take a number of different, unrelated objects and butt them together on a canvas or in a free standing form.

The architecture of the 1930's fell into the international form. Here the artist has gotten completely away from the Greek and Roman and developed a style that is completely geometric in nature. The utilitarian function of the structure is foremost in the eye of the architect. The simple use of the rectangle, cylinder, and square with little or no exterior ornamentation is the rule as can be seen in the modern skyscrapers.

## EUROPE BETWEEN THE WARS

In the years of the early twentieth century were marked by the architectural designs of Frank Lloyd Wright. In his early days much of his architecture was influenced by the Greek and Egyptian. Wright's basic philosophy of architecture was expressed through the house. His ideas involved the use of open free-flowing plan of the English architects. The characteristically American feature of the veranda wrapping itself around two sides of the house allowed the sense of outside space that penetrated to the main living area. Wright's "Prairie Style"

design is characterized by low ceilings, frequently pitched at unorthodox angles, a cavelike sense of intimacy and security, and constantly changing vistas of one space flowing into another.

The painting of the period developed into two basic styles, that of the surrealist and the abstractionist, the surreal is a form of art that developed out of the exploration of the human mind and psychoanalysis. The dream state is the realm of the surreal, paintings that were created to have an almost ominous effect. The abstract takes in many paintings of the period that fall under this umbrella word. The paintings will have only intrinsic forms with little or no attempt at pictorial representation.

#### NUCLEAR

From the 1950's on can be described as an anything goes period in art. No one style or order stands out as did in past periods. Here will be discussed artists and not periods.

One of the sculptors of modern art of note is Alexander Calder. His early form of sculpture was called constructed space sculpture. These early abstract sculptures had a predominantly austere, geometric forms of technical ingenuity and playful humor. At one time a friend called these forms "Stabiles." Thus was born the word, which technically might apply to any sculpture that does not move. Calder also made use of the mobile. This is a sculpture where the artist has shapes balancing at the end of a bent rod suspended on strings or wires and all will move slowly in the breeze. Another sculptor of importance is Henry Moore who works on a monumental order. He has taken the human form and reduced it to a more of an organic form. His sculpture is meant to fit into the environment in which it is placed and not take away from it.

Of the painters of this period, Jackson Pollock is one of the best examples of large paintings called abstract expressionism or non-representational. His painting is created by pouring and spattering his colors, instead of applying them with the brush.

Pop art was given its greatest impetus in the United States during the 1960's. This was an art that most American artists had an appeal coming from the most blatant industrial and commercial environment. Many of the images used come from American motion pictures, popular idols, comics, and signboards. Andy Warhol used drew from standard supermarket products--coca cola bottles, Campbell's soup cans and folk heros Elvis Presley, and Marilyn Monroe.

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## ORIGINS OF MUSIC

In Greek mythology, music began when Hermes found a tortoise shell with dried sheds of sinew stretched so that a musical sound could be made by plucking. Apollo created the lyre based on this discovery; thus, the Greeks attributed music to gods associated with light, enlightenment, and wisdom. The Indian belief attributes Narada, goddess of learning, with the discovery of music. The Egyptians credited the lyre to Thot, a god of wisdom. Because of these and similar myths in other cultures, we know that music occupied a very important and an honored place in most ancient civilizations as part of religious ritual, poetry, and drama. In addition, music accompanied men to battle, was used on state ceremonial occasions, and created serenity in the home.

## ANCIENT MUSIC

Very little ancient music has survived because it was not written, but it was apparently an art of improvisation with detailed rules concerning rhythm and melody. In prehistoric times, two of the basic musical elements, rhythm and melody, existed. The third element, harmony, is much more recent. Evidently, all people have danced and sung, or grunted, rhythmically. Cave paintings, for example, show people dancing. Drums, cymbals, and simple zithers or dulcimers are over 9,000 years old. Egyptian art of about 3000 B.C. depicts instrumentalists with singers and dancers. Numerous works of Oriental art show groups of dancers and musicians. Indian music with its ethical values seems to have changed little in purpose or sound in many centuries.

Music was extremely important to the Hebrews as we can see from hundreds of references in the Old Testament to such instruments as cymbals, the psaltery, the shofar (ram's horn), and the harp. In the reign of King David, there were about 4,000 professional musicians among the Levites. Hebrew scales were organized into set patterns with each mode carrying a strong ethical interpretation. The single melodic line was unharmonized in all ancient music. As in the medieval Catholic Church, certain modes were specified for certain times of day and for certain purposes.

In the life of the Classical Greeks, music was pervasive. Both Plato and Aristotle discuss the role of music in an enlightened world with some kinds of melody being preferred to others. In the doctrine of ethos, some melodies benefitted character and others were destructive. Music was considered an important part of the education of young Greeks, and it was part of lyric poetry (the lyre) and the drama.

The Romans borrowed much of Greek culture, including music, but the ethical significance of music seems to have faded. Music was mainly used for entertainment and for military purposes. Brass instruments were developed for these military uses.



## MUSIC OF EARLY CHRISTIANITY

Very early Christian music was quite similar to that of the Jews. Through several centuries, Christian music diverged from its source by embracing ideas from other cultures. In Byzantium or Constantinople, church music acquired some of the richness of expression of Persian and Indian music. In Western Europe, music developed along simpler lines. Bishop Ambrose of Milan in the fourth century compiled a collection of texts and melodies called Ambrosian chant which often included antiphonal singing (one choir or a lead singer, cantor, was answered by another choir or the congregation). Pope Gregory the Great in the late sixth century ordered the compilation and composing of church music (plainsong) for the entire Christian year which became known as Gregorian chant. These chants are still used today in many Christian churches. The eight major modes, or scale patterns, are based on Greek musical theory and have such names as Dorian, Lydian, and Aeolian. Ralph Vaughan Williams' Fantasia on a Theme by Thomas Tallis is a modern work based on Gregorian modal music.

## THE ROMANESQUE ERA

Before about 1000 A.D., music in the Western World and in the Orient consisted of free melodic line; but from 1000 A.D. to the present, Western music has undergone amazing changes and development. Apparently, someone decided at some time around 1000 A.D. that the single melodic line of a chant would be improved by adding another line to be sung at the same time. This new concept, counterpoint, was at least as important in music as splitting the atom was in science. The first counterpoints during the Romanesque period were very simple. They simply followed the chant line exactly at intervals of a fourth (C to F) or a fifth (C to G) because these were the only intervals believed to be harmonious by Pythagoras centuries before. In the late eleventh and twelfth centuries, the contrapuntal line became more complicated and was liberated rhythmically and melodically from the primary line. Like other arts of the time, Romanesque music sought to expand and became increasingly complex.

## THE GOTHIC AGE

About 1150 A.D., the Gothic style of architecture and art began in the Paris area and spread through Europe in a century. Characteristics of the Gothic style include intricacy, lightness, complexity, delicacy, fantasy, luxuriance, and expressiveness. In this age of chivalry, art and music of a nonsacred character gained in importance. The earliest secular music we know of was inspired by chivalric poetry and was sung by troubadours. Dramas about familiar Bible stories with characters singing melodic lines were performed in town squares. Both in and out of the church, a humanizing trend had begun. By the middle of the thirteenth century, the motet added new texts as well as music. Each line of melody might be sung to a different text; for example, a Latin religious poem, a French love poem, and a political commentary might be sung simultaneously. Thus, a musical structure which was polyphonic, polyrhythmic, and polytextual was created.

One country developed a distinctive musical style--England. By 1200 A.D., the English had accepted the musical interval of the third (C to E) which is the basis for most of modern harmony but which had been declared a dissonance by Pythagoras' idea of ratios; Sumer is icumen in of about 1240 is the best known surviving English music of this time. It is a canon or round in praise of summer and the song of the cuckoo, and it is about 100 years before its time in musical style.

Musical instruments of the medieval period included the organ, widely used in church; brass and wind instruments; stringed instruments, such as the lute and psaltery; drums; and primitive forms of the bagpipe. By the end of the Middle Ages, composers, writers, and painters are beginning to show greater awareness of the world about them. Art has begun to reflect life.

#### RENAISSANCE AND REFORMATION

Although the Gothic style continued to hold sway in Northern Europe where it had begun, a new style was beginning in Italy in the fourteenth century, a style which concentrated much of its interest on man's life on earth. This humanistic movement is called the Renaissance. The visual arts, however, showed greater creativity than did music in much of the fourteenth and fifteenth centuries. Although secular music flourished, settings of the Roman Mass were the major musical form of the Renaissance. It is interesting to note that Oxford University instituted degrees in music in 1499.

Sixteenth-century Europe saw rapid changes in musical development. Martin Luther wanted the congregation drawn into active participation in the church service, and he made the chorale or hymn a part of the liturgy. One of his most famous chorales is "A Mighty Fortress Is Our God." John Calvin banished the Latin Mass and returned to the ideals of the early Christians in singing Psalms to God. Composers soon set to music the rhymed French translations of the Huguenot (French Calvinists) Psalter. Thus, the Reformation exerted a powerful influence on music; yet Italy became the center of the musical world in the sixteenth century although many of the musical leaders in Italy were from Northern Europe. The Roman Church was the prime influence, but it was complemented by the great noble palaces with their private chapels. Venice, though, in painting and in music became the center of innovation. The works of Andrea and Giovanni Gabrieli represent some of the finest achievements of Venetian music. One of the greatest composers of the High Renaissance was Giovanni da Palestrina whose settings of the Roman Mass are still sung today and who exerted a powerful influence on the development of musical settings of the Mass.

In sixteenth-century France, many composers wrote chansons, artistic popular songs. Dancing was quite popular throughout the Renaissance, but now dance music emerged as an important art form. Another important element in music of this time is that the mystical quality in the church music of such leading Spanish composers as Tomas Luis de Victoria is often compared to the religious paintings of El Greco.

The madrigal, an important and popular musical form, developed in Italy about 1550. A very personal secular song, often about love, which is polyphonic in nature, it became the elegant home entertainment of cultivated Italians. The madrigal also became a significant and long-lasting part of the musical scene in England. Early English madrigals were copies of the Italian, but English composers soon developed a much lighter madrigal than the Italian. Madrigals were popular, for example, in colonial Williamsburg, Virginia.

#### THE BAROQUE (1600-1750)

At the very beginning of the Baroque Era, one of the most important of all musical forms was created--the opera. Based on ideas about Greek tragedy and using a Greek myth as his subject, Claudio Monteverdi wrote L'Orfeo (Orpheus), which was produced in 1607. Opera brought a new type of dramatic power and grandeur to music, and it soon became a popular craze in Italy. Venice opened the first public opera house in 1637. Monteverdi wrote four operas for Venetian theaters, which numbered 16 before the end of the century.

This new kind of dramatic power in music became part of sacred music in the oratorio, which developed in Rome as a sort of sacred counterpart to opera. Oratorio was performed in the church oratory, had a biblical or moral subject, and resembled an unstaged opera.

Important composers of the first part of the Baroque Period include Girolamo Frescobaldi, the organist at St. Peter's from 1608-1643; Heinrich Schutz, admirer of Monteverdi and the first major German baroque composer, who wrote religious works for the Lutheran Church; Jean Baptist Lully, Italian-born creator of the French operatic style and court composer to Louis XIV; Michel de Lalande and Marc Antoine Charpentier, composers for the French royal chapels; and Henry Purcell, who was the greatest English baroque composer and choirmaster at the Chapel Royal, who had visited Italy, and who wrote both religious and secular works, including the short opera Dido and Aeneas.

Two other baroque composers who should be mentioned are Jean-Joseph Mouret (1682-1738) whose Sinfonies de Fanfares includes the "Rondeau" which is used as the "Masterpiece Theater" theme and Johann Pachelbel (1653-1706) whose celebrated "Canon" is used in many television commercials and has achieved great popularity.

In 1685, the two giants of baroque music--Johann Sebastian Bach and George Frederick Handel (the English form of his name)--as well as Domenico Scarlatti, a major composer of virtuoso music for the harpsichord, were born. Scarlatti, son of Neapolitan opera composer Alessandro Scarlatti, was a composer to the Spanish court for most of his life. Among those influencing his work was Antonio Vivaldi, the leading composer-violinist in Italy at the beginning of the eighteenth century. One of Vivaldi's best-known works is The Four Seasons, a set of four concertos which call for solo violins to imitate nature's sounds. George Phillip Telemann, a prolific German composer, wrote in the style of Vivaldi.

The supreme genius of the Italian manner in baroque music was George Frederick Handel, a German who visited Italy in his early career, then permanently settled in England in 1712. Handel composed the finest examples of Italian opera (Neapolitan style) and made it wildly popular in England. Among the best known today of his more than 30 operas are Julius Caesar and Alcina. With the decline in popularity of Italian opera (partly caused by John Gay's The Beggar's Opera which satirized Italian opera), Handel turned to the oratorio and brought it to its highest development. The most famous of all oratorios is Messiah with its magnificent "Hallelujah Chorus." Handel, like Bach, was a virtuoso organist who wrote much instrumental and orchestral music. Such works as The Water Music and Music for the Royal Fireworks are widely played today. One particularly lovely composition is the Ode for St. Cecilia's Day, a choral setting of John Dryden's poem. When Handel died in London in 1759, 3,000 persons attended his funeral at Westminster Abbey. He is buried in the Abbey among many of England's greatest artists and writers.

Johann Sebastian Bach was born and lived all his life in Thuringia in Germany, yet he embodies in his music all the diverse artistic ideals and currents of the Northern baroque, and he was familiar with both Italian and French music. He was a virtuoso organist and an extremely prolific composer who left over 200 works for the organ alone. Bach was primarily a composer in the service of the Lutheran Church, and the Lutheran chorale was central to his musical thought. It is the basis for more than 200 cantatas (a kind of short oratorio). Among Bach's best-known works are "Jesu, Joy of Man's Desiring"; the six Brandenburg Concertos; the St. Matthew Passion, a musical setting of the last days of Christ on earth according to St. Matthew; the soaring and majestic B-Minor Mass; the "Air for the G-String"; the "Toccata and Fugue in D Minor"; The Well-Tempered Clavier, a collection of 48 preludes and fugues for the clavier (i.e., for the keyboard).

Bach's death in 1750 is arbitrarily chosen as the date for the end of the Baroque Period; but the musical times were already changing, even in the works of three of Bach's sons who were famous musicians of their day.

#### THE CLASSICAL AGE (1750-1820)

A major revolution in music took place about 1750 because music became much more public and more prestigious relative to the other arts. Composers became free agents who could move from one wealthy patron to another or could themselves sell tickets to public performances. Performers travelled widely; orchestras existed all over Europe; and many municipal opera companies were formed.

Classicism in music exhibits the classical (Greek and Roman) virtues of balance, beautiful form, order, and restraint. It grew out of the rococo, a kind of superficial, overdecorated, delicate style which developed in the eighteenth century. The harpsichord works of François Couperin and the operas and other works of Jean Philippe Rameau are representative of the rococo. The profuse ornamentation of the rococo caused a quick reaction toward stark simplicity which in architecture, painting, and even in pottery and porcelain surged toward classicism. One unexpected source of neoclassicism was the popular mania for some elements of Eastern

art caused by the increased trade between Europe and the Orient. In its serenity, oriental art mirrored the classical ideals. Josiah Wedgwood's vases and plates used Greco-Roman shapes and ornaments with blue and white and other oriental color schemes.

One of the first great classical composers was Christoph Gluck who was noted for reforming the opera. In 1762 in Vienna, Gluck's Orfeo ed Euridice (Orpheus and Eurydice) was produced. It returned opera to a simplicity of style which was a reaction against the overdecoration of the Italian opera style of the day. Using the simple harmonic style of his day, Gluck reflected in music both the classical architecture and classical subject matter which were fashionable. This first of Gluck's "reform" operas is the oldest opera in the standard repertoire of most modern opera companies.

The orchestra became more important and the pianoforte (it could play both soft [piano] and loud [forte], now just called the piano, came into prominence. Two great musical forms also became very important--the symphony and the concerto.

Franz Joseph Haydn brought a sense of dramatic urgency to the symphony and related musical forms. He is often referred to as the "Father of the Symphony" and the "Father of the String Quartet." Haydn was a very prolific composer who wrote more than 100 symphonies and many quartets, masses, and compositions for the keyboard. He also composed two magnificent oratorios, The Creation and The Seasons. Recommended listening should include the "Surprise" Symphony, the London Symphony (No. 104 in D Major), the Kaiserquartett (Emperor's Quartet), and The Creation.

Wolfgang Amadeus Mozart, a child prodigy, was giving concerts and composing before the age of 10. Although his tragically short life ended as a pauper at the age of 35, Mozart wrote enduring masterpieces in several musical forms. The Piano Concerto No. 21 in C contains the sublime theme in the second movement which is known as the "Elvira Madigan Theme" because of its use in that movie. Mozart's best-known operas are The Marriage of Figaro, Don Giovanni, and The Magic Flute. His masses include the Coronation Mass in C and the unfinished Requiem. The Symphonies Numbers 39 in E-flat, 40 in G minor, and 41 in C ("The Jupiter") are usually considered Mozart's greatest.

## Beethoven (1770-1827)

Ludwig van Beethoven, one of the greatest composers of all time, is usually considered to span the transition from classicism to romanticism in music. Until about 1802, Beethoven's music reflects the influence of Haydn. The middle period up to about 1816 reveals greater subjectivity, sharper contrasts, and some descriptive elements. The final period in Beethoven's music shows introspective moods, impulsiveness, great range of expression, and an expansion of musical forms.

Beethoven's Third Symphony, "The Eroica (Heroic)," is one of the most significant forward steps in the history of music. It is twice the length of any previous symphony; and its use of dissonance, a funeral march in the second movement, and the heroic concept itself marked an important change in music. The Fifth Symphony is perhaps the best known of all the nine symphonies, containing, as it does in the opening notes, the "V for Victory" theme of the Allies in World War II. The Sixth Symphony (the "Pastoral") is a descriptive work which exhibits the romantic characteristics of love of nature and of rural life and the common people. The great Ninth Symphony (the "Choral") uses soloists and chorus in the final movement to present a musical setting of Schiller's "Ode to Joy," which is a hymn to human brotherhood.

Among Beethoven's 32 piano sonatas, three of the best known are the "Moonlight," the "Appassionata," and the "Waldstein." His one opera was Fidelio, and the Missa Solemnis in D is a magnificent setting of the Mass. Beethoven wrote some memorable chamber music and the "Egmont" overture. Also, his violin concerto and the Fourth and Fifth (The "Emperor") Piano Concertos are world famous.

## THE ROMANTIC PERIOD (1820-1900)

Important characteristics of the Romantic Movement included subjectivity, emotionalism, individualism, nationalism, and the search for new subject matter such as the ancient, the supernatural, and the mystic. Significant development took place in many areas of music in the Nineteenth Century, and a partial listing of some of the most important composers and their works in each area follows.

### Italian Opera

Gioacchino Rossini - The Barber of Seville

Vincenzo Bellini - Norma

Gaetano Donizetti - Lucia di Lammermoor

Giuseppe Verdi - Rigoletto, Il Trovatore, La Traviata, Aida, Otello, and the Requiem Mass and Hymn to the Nations

Giacomo Puccini - La Boheme, Madame Butterfly, Tosca



### French Opera

Giacomo Meyerbeer - Les Huguenots, Le Prophete  
Charles Gounod - Faust  
Georges Bizet - Carmen  
Jules Massenet - Manon, Thais  
Camille Saint-Saens - Samson and Dalila

### German Opera

Carl Maria von Weber - Der Freischutz  
Richard Wagner - Tannhauser, Lohengrin, Die Meistersinger, Parsifal, The Ring of the Nibelungs (a cycle of four operas)  
Engelbert Humperdinck - Hansel and Gretel

### English Opera

Gilbert and Sullivan - H.M.S. Pinafore, The Pirates of Penzance, The Mikado (these are comic operas or operettas)

### ORCHESTRAL AND INSTRUMENTAL MUSIC

Franz Schubert - Impromptus, Opus 90 and Opus 142; Symphony No. 8 in B Minor (Unfinished); The "Great" Symphony in C Major  
Robert Schumann - Piano Concerto in A Minor, Symphony No. 1 in B-flat Major "Spring," Symphony No. 2 in C Major, Symphony No. 3 in E-flat Major "Rhenish," "Traumerei"  
Felix Mendelssohn - "Songs Without Words," Symphony No. 4 in A "Italian," Symphony No. 5 in D Minor "Reformation"  
Frederic Chopin - "Revolutionary" Etude and others, Mazurkas, Waltzes, and Nocturnes. Particularly lovely are the Four Impromptus and the Fantasie-Impromptu. The Polonaise No. 3 in A "Military" and the Polonaise No. 6 in A-flat "Heroic" are especially well known.  
Franz Liszt - Hungarian Rhapsodies Nos. 1 and 2, "Liebestraum," "Mephisto Waltz," and "Funerailles"

Johannes Brahms - Violin Concerto in D Major, Piano Concerto No.2, Intermezzi for Piano, Symphony No. 1, Piano Quintet in F Minor, "Academic Festival" Overture, A German Requiem, Hungarian Dances

Edvard Grieg - Piano Concerto in A Minor, "Peer Gynt Suite"

Sergei Rachmaninoff - Symphony No. 2, Piano Concerto No. 2, Rhapsody on a Theme of Paganini

Camille Saint-Saens - Symphony No. 3 "The Organ Symphony," Piano Concerto No. 4, Carnival of the Animals

Jan Sibelius - "Finlandia," Symphony No. 2 in D, Symphony No. 5 in E-flat Major

Hector Berlioz - "Symphonie Fantastique," Requiem Mass

Bedrich Smetana - The Bartered Bride (an opera), Ma Vlast ("My Country," a tone poem)

Antonin Dvorak - Symphony from the New World, Cello Concerto

Modest Mussorgsky - Boris Godounov (an opera), Pictures at an Exhibition (a piano suite. Compare piano and orchestral versions with the contemporary version by Emerson, Lake, and Palmer).

Nikolai Rimsky-Korsakov - "Russian Easter" Overture, Scheherezade (symphonic suite based on The Arabian Nights)

Peter Ilich Tchaikovsky - "March Slav," "The 1812 Overture," Swan Lake, The Nutcracker, Sleeping Beauty, Piano Concerto No. 1, Symphony No. 5, Symphony No. 6

Johann Strauss, Jr. - "The Blue Danube" and "Emperor" Waltzes

Stephen Foster - Such songs as "Jeanie with the Light Brown Hair," "My Old Kentucky Home," "Oh, Susanna," and "Camptown Races"

Edward MacDowell - Second Piano Concerto, Woodland Sketches ("To a Wild Rose," "To a Water Lily," and "From an Indian Lodge")

Louis Moreau Gottschalk - assign a report on his life and career.

John Phillip Sousa - "Stars and Stripes Forever" and other marches



## THE TWENTIETH CENTURY

The modern period in music is a revolutionary one. So many musical styles or forms developed that it may be said that modernism is any significant departure from common music practices of the preceding period. Some of the important musical styles, composers, and their works follow.

### Late or Neoromanticism

Richard Strauss - Salome, Der Rosenkavalier (Operas), Also Sprach Zarathustra, the Four Last Songs

Anton Bruckner - Symphony No. 4 "Romantic"

Justav Mahler - Symphony No. 8, Symphony No. 2 "Resurrection," Symphony No. 4 in G Major

Sir Edward Elgar - Pomp and Circumstance Marches No. 1 and No. 4

### Impressionism

Claude Debussy - Prelude to the Afternoon of a Faun, La Mer, "Claire de Lune"

Maurice Ravel - Daphnis and Chloe, "Bolero"

### Other Important Composers

Arnold Schoenberg - Quintet for Winds; Five Pieces for Orchestra, Op. 16

Bela Bartok - Concerto for Orchestra

Igor Stravinsky - Firebird, Petrouchka, The Rite of Spring

Sergei Prokofiev - Classical Symphony in D Major, "The Love for Three Oranges" Symphonic Suite, Alexander Nevsky, "Peter and the Wolf"

Dimitri Shostakovich - Symphony No. 5

Allan Berg - Wozzeck

Carl Orff - Carmina Burana

Benjamin Britten - Ceremony of Carols, A War Requiem

Gian-Carlo Menotti - The Medium, Amahl and the Night Visitors

#### American Composers

George Gershwin - Porgy and Bess (Opera), Rhapsody in Blue, An American in Paris

Charles Ives - Symphony No. 4

Samuel Barber - "Adagio for Strings"

Aaron Copland - Appalachian Spring, "Fanfare for the Common Man," A Lincoln Portrait, Rodeo

Ferde Grofe - Grand Canyon Suite

Morton Gould - Spirituals for Orchestra

Roy Harris - Symphony No. 4 "Folk Song Symphony"

Kurt Weill - The Three Penny Opera, Down in the Valley

Leonard Bernstein - "Overture to Candide," Symphony No. 1 "Jeremiah Symphony," Symphony No. 2 "The Age of Anxiety"

#### American Popular Music

Scott Joplin - "Maple Leaf Rag"

W. C. Handy - "St. Louis Blues"

George M. Cohan - "You're a Grand Old Flag," "I'm a Yankee Doodle Dandy," "Give My Regards to Broadway," "Over There"

Irving Berlin - "White Christmas," "God Bless America," "Alexander's Ragtime Band," "Easter Parade"

552

Victor Herbert - Babes in Toyland, Naughty Marietta

Sigmund Romberg - The Student Prince, The Desert Song

Jerome Kern - Show Boat

"Hoagy" Carmichael - "Star Dust," "Georgia on My Mind," "Lazy River"

Leonard Bernstein - On the Town, West Side Story

Richard Rodgers and Oscar Hammerstein II - Oklahoma, Carousel, South Pacific, The King and I, The Sound of Music

Cole Porter - "Begin the Beguine," "Night and Day," Kiss Me, Kate

Harold Arlen - "Somewhere Over the Rainbow," "That Old Black Magic"

Alan J. Lerner and Frederick Loewe - Brigadoon, My Fair Lady

Students should listen to some examples of the Big Band Sound of the Swing Era by such famous bands as those of Count Basie, Benny Goodman, Louis Armstrong, Duke Ellington, Guy Lombardo, Tommy Dorsey, Woody Herman, Glen Miller, and Harry James.

Students should be familiar with examples of the music and dance of the 1920's and 1930's and of such musical styles or types as Rock and Roll, Bluegrass, Country and Western, etc. Very influential artists or groups such as Elvis Presley and the Beatles should be included.

An interesting study of the effect of war on music can be made by comparing popular songs in each of America's wars, from "Yankee Doodle" in the American Revolution to "The Ballad of the Green Berets" in the Vietnam War.

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555

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557

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502

503

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564

565

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Consulates of any Latin American Nation: International Trade Mart Bldg.,  
New Orleans, Louisiana 70130

Mexican Government Tourism Commission, One Shell Square,  
New Orleans, Louisiana 70112

Center for Latin American Studies  
Tulane University  
New Orleans, Louisiana 70118

Latin American Studies Institute  
Louisiana State University, 146  
Lockett Hall, Baton Rouge, Louisiana 70803

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### CENTERS FOR AFRICAN STUDIES

1. Boston University  
25 Bay State Road  
Boston, MA 02215
2. University of Illinois  
1208 W. California, Rm. 101  
Urbana, IL 61801
3. Indiana University  
Woodburn Hall 223  
Bloomington, IN 47405
4. Michigan State University  
100 International Center  
East Lansing, MI 48824
5. Northwestern University  
630 Dartmouth Street  
Evanston, IL 60201

582

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## SAMPLE UNIT

### WORLD HISTORY

I. Overview: The purpose of this unit is to identify the various causes of the Second World War, especially the role of Nazi Germany. Events preceding the war, the Axis Alliance, various acts of aggression, and the major events of the war with the Allies will be described and discussed. The purpose of the unit will be to demonstrate that World War II was the result of multiple causes, including profound differences in political ideologies.

#### II. Objectives:

- A. Generalization: The motivating factors in human achievement have been either ideological or materialistic.
- B. Concepts: Time perspective and chronology, historiography
- C. Skills:
  - 1. Reading social studies materials with comprehension
  - 2. Applying critical thinking skills
  - 3. Understanding chronology
  - 4. Evaluating information
  - 5. Interpreting graphic materials

#### III. Procedures:

- A. Complete pre-reading activities (Structured overview; pre-reading questions; study guides with follow-up activities)
- B. Review content:
- C. Axis Aggression
  - 1. Munich Conference
  - 2. Acts of aggression
  - 3. Axis alliance: Rome, Berlin, Tokyo
  - 4. Nonaggression pact with Soviets
- D. Full-scale warfare
- E. Occupation of Europe
- F. Liberation of Europe
- G. Allied Conference

586

585

**Objective:** The student will be able to identify major events of World War II.

**Activities:** Make a chronological time line of the major events of World War II. Take one section of the line and detail it with these elements: Major events, date(s), personalities involved, significance of event, and source documents with information about the event(s).

#### IV. Evaluation:

While philosophical positions regarding evaluation of student achievement may differ, most educators recognize the significant impact of evaluation on students and its importance to the entire educational process. Evaluation of instructional progress involves a complex set of skills. If not performed properly, evaluation can lead to abuses.

The purpose of this section is to provide information on the evaluation of student progress and to cite examples of various kinds of evaluations.

The use of pre- and post-tests has gained support in recent years. The pre-test is administered before a new unit of study or at the beginning of a course to assess student needs and prior knowledge of the material to be studied. The teacher uses the results to adjust the objectives and the activities in the unit to compensate for student needs.

The post-test is administered at the end of the unit or course to measure progress and achievement. The results are useful in determining mastery of the skills and concepts required and in diagnosing any necessary remediation. It is hoped that the teacher will use the goals and objectives set forth in this guide to develop sets of pre- and post-tests to be administered with each unit of study.

Tests should be carefully constructed so that the kind of test and the items on the test measure the students' mastery of what has been taught. Tests and test items should be varied to measure all levels of learning, from the specific to the more complex and abstract. Students should be provided experience in taking both essay and objective tests. Objective test items should be varied to include multiple choice, fill-in-the-blank, matching, rearrangement, and alternative response.

Evaluation should not be limited to paper and pencil tests. Assigning a student a grade based solely upon test scores leaves a great deal of that student's abilities and talents untapped. Other important techniques to be included in evaluating student achievement and progress are observation of general class participation, group and individual oral reports, written assignments, creative assignments, and participation in activities such as role playing and simulations.



It is important to keep in mind that evaluation should measure what has been taught to determine if a child has met the objectives specified by the teacher. When grades are being determined, consideration should be given to test scores as well as other methods of evaluation. Student grades should reflect the extent of student mastery and should be justifiable. The meaning of the grade should be communicated in some way to both the student and the parents.

Tests are an important part of evaluation. However, other means such as observation of students are also important in producing evidence which can be studied and analyzed by teachers in evaluating the growth of pupils.

Below are listed a few basic rules of test-making:

1. Have a clear and concise purpose in mind for the test.
2. Plan carefully for the test questions.
3. Make the test parallel the work in class.
4. Test what you teach.

EVALUATIVE TECHNIQUES

501

## Evaluative Techniques

The purpose of evaluation in the social studies program is to improve curriculum, instruction, and learning. Each program and course should have an overall evaluative design encompassing the full array of goals and objectives. Evaluation requires more than testing, marking papers, and filling out report cards. The design, for instance, may include plans for evaluation of a textbook, a film, an activity, or even an item on an examination. In addition, some important evaluative information about affective development or side effects of classroom activities may be inappropriate for use in grading pupils but crucial to improving instruction. Instruments and procedures for use in evaluation include observation checklists, rating scales, and questionnaires. There is also a wide variety of examination forms and types of questions from which one may choose.

Any major change in courses and programs should be accompanied by corresponding changes in the evaluative design. As the study and thinking habits of students are to some extent geared to the testing and reporting methods used by the teacher, the design of examinations and choice of test items should be as deliberately chosen as teaching methods and materials. It is extraordinarily difficult to keep students vitally involved in considerations of contemporary affairs, observations of relationships, and empathetic caring about other persons and civic decision making when they are anticipating immediate success or failure to depend upon ability to recall huge quantities of details on an examination. Clearly, there needs to be an alignment of objectives, content, teaching methods, and testing.

The essay is admirably suited to testing ability to reason, organize, and write effectively. The scoring difficulties may be somewhat ameliorated by describing the nature and scope of responses desired.

Example: In a essay of a page or two discuss the importance of the Nile River on the development of Egyptian agriculture.

Questions requiring short answers tend to be more limited in the depth of responses elicited but expand the scope of the sampling of items that can be included in a single examination.

Example: Identify each of the following terms in a paragraph or less:

1. Pyramid
2. City-State
3. Nationalism
4. Coup
5. Boers

In the evaluation of geographic concepts, the use of "map-correlation" questions is appropriate. With this type of item the pupil has before him a map or maps and questions to be answered. Duplicated, textbook, or other maps may be used.

505

504

If there is a clearly thought out overall evaluation design and if a variety of types of instruments and examination items are used, pupils' skills and understanding of the flow of events, of cause and effect relationships, and of the "how" and "why" of social studies materials can be more effectively represented.

The bibliography of this section suggests some references that include many interesting examples of types of examination items for clearly identified objectives. They are of a variety which may serve as a stimulus to the creative potential of social studies teachers and aid in developing tests that measure what is intended with validity and reliability.

#### Suggested References:

Berg, Harry D., ed. Evaluation in the Social Studies. Washington, D.C.: National Council for the Social Studies, 1965.

This yearbook is a basic reference work that would be a most useful part of the professional "working library" of all social studies teachers.

Bloom, Benhamin S., ed. Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay, 1956.

This reference work includes a collection of examples of test items at several levels of recall as well as levels of comprehension application, analysis, synthesis, and evaluation. It is a major reference used by professional test makers and an invaluable tool in improvement of teacher-made tests.

Buros, Oscar K., ed. Social Studies Tests and Reviews. Highland Park, New Jersey: Gryphon, 1975.

This volume includes a collection of reviews of standardized social studies examinations. Subsequent publications can be found in the Mental Measurements Yearbook and in Tests in Print.

Krathwohl, David, ed. Taxonomy of Educational Objectives: Affective Domain. New York: David McKay, 1964.

Like Bloom's Taxonomy (Cognitive Domain) this reference is a collection of examples of test items keyed to an array of intermediate-level objectives. Both volumes were developed under the aegis of the American Educational Research Association (AERA). They are basic works for the educator and of immense practical potential.

Kurfman, Dana G., ed. Developing Decision-Making Skills. 47th Yearbook. Arlington, Virginia: National Council for the Social Studies, 1977.

Chapter 8 of this yearbook, entitled "A Model and Suggestions for Evaluating Decision Skills," contains an array of useful examples. Students may even be involved in using this volume to learn by helping to write test items using the models provided.

Morse, Horace T. and George H. McCune. Selected Items for Testing of Study Skills and Critical Thinking.  
Washington, D.C.: National Council for the Social Studies, 1964.

This bulletin contains a plethora of sample items at various levels. It is likely to be a stimulating reference for creating more pertinent and worthwhile examinations.

National Council for the Social Studies. "How to ...." Series, Washington, D.C.: National Council for the Social Studies.

These six- to eight-page practical guides to many classroom tasks include a number of useful tips for writing test items. For example, Number 22 "How to Develop Time and Chronological Concepts," Number 4 "Using Questions in Social Studies," and Number 24 "How to Ask Questions" are especially pertinent.

Social Education, Official Journal of the National Council for the Social Studies, Special Issue. Volume 40, Number 7, November-December, 1976.

This special issue of Social Education entitled "Testing in Social Studies: Practical Ideas for Classroom Teachers" provides arrays of test item examples by subject areas. It also has selections on standardized tests and on designing tests with multiethnic components.

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609

608

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APPENDIX

612

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced \*\*Ongoing \*\*\*Mastery \*\*\*\*Continuing

I. Reading social studies materials at appropriate grade level	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand an increasing number of social studies terms	*	***	**	**	**	**	**	**	**	**	**	**	**
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	**	**	**	**	**	**	**	**	**
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Define the problem for study	*	**	**	**	***	**	**	**	**	**	**	**	**
C. Review known information about the problem		*	**	**	**	***	**	**	**	**	**	**	**
D. Plan how to study the problem		*	**	**	**	**	***	**	**	**	**	**	**
E. Locate, gather and organize information					*	**	**	**	**	**	**	**	**
F. Summarize and draw tentative conclusions					*	**	**	***	**	**	**	**	**
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	**	**	**	**	**



PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced    \*\*Ongoing    \*\*\*Mastery    \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Recognize areas for further study	*	**	**	**	**	**	**	**	***	**	**	**	**
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	**	**	**
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	**	**	**	**	**	**	**	**
2. Use intermediate directions, as southeast, northwest				*	**	***	**	**	**	**	**	**	**
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	**	**	**	**	**	**	**
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	**	**	**	**	**	**	**	**	**	**
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	**	**	**	**	**	**	**
6. Understand the use of the compass for direction					*	**	***	**	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced    \*\*Ongoing    \*\*\*Mastery    \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	**	**	**	**	**	**	**
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	**	**	**	**	**
9. Use parallels and meridians in determining direction					*	**	**	***	**	**	**	**	**
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	**	**	**	**
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	**	**	**	**	**	**	**
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	**	**	**	**	**	**	**	**
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	**	**	**	**	**	**	**	**	**
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	**	**	**	**	**	**	**	**
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced    \*\*Ongoing    \*\*\*Mastery    \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	**	**	**	**	**	**
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	**	**	**	**	**	**
7. Use map vocabulary and key accurately			*	**	**	***	**	**	**	**	**	**	**
8. Use longitude and latitude in locating places on wall maps					*	**	***	**	**	**	**	**	**
9. Use an atlas to locate places					*	**	**	***	**	**	**	**	**
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	**	**	**	**	**
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	**	**
12. Consult two or more maps to gather information about the same area					*	**	***	***	**	**	**	**	**
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	**	**	**	**	**	**
14. Trace routes of travel by different means of transportation			*	**	**	***	**	**	**	**	**	**	**

**PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES**

\*Introduced    \*\*Ongoing    \*\*\*Mastery    \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	**	**	**	**	**	**
16. Read maps of various types which show elevation					*	**	***	**	**	**	**	**	**
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	**	**
18. Learn to make simple sketch maps to show location			*	**	***	***	**	**	**	**	**	**	**
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	**	**	**	**	**	**	**	**	**	**	**
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	**	**	**	**	**	**	**	**	**
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	**	**	**	**
4. Determine distance on a map by using a scale of miles					*	**	***	**	**	**	**	**	**
5. Compare maps of different size of the same area					*	**	**	**	***	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced \*\*Ongoing \*\*\*Mastery \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	**	**	**	**	**
7. Compute distance between two points on maps of different scale					*	**	**	**	***	**	**	**	**
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes							*	**	**	***	**	**	**
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used					*	**	**	**	**	***	**	**	**
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map	*	**	**	**	***	**	**	**	**	**	**	**	**
2. Learn to use legends on different kinds of maps			*	**	**	***	**	**	**	**	**	**	**
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents					*	**	**	**	**	***	**	**	**
4. Study color contour and visual relief maps and visualize the nature of the areas shown					*	**	**	***	**	**	**	**	**
5. Interpret the elevation of the land from the flow of rivers								*	**	***	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced \*\*Ongoing \*\*\*Mastery \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	***	**	**	***	**	**	**	**	**	**
7. Use all parts of a world atlas					*	**	**	**	**	**	***	**	**
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	**	**	**
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	**	**	**
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	**	**	**
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	**	**	**
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	**
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	**
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	**	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced    \*\*Ongoing    \*\*\*Mastery    \*\*\*\*Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	**	**	**	**	**	**
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	**	**	**	**	**	**
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	**	**	**
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	***	***	**	**	**	**	**	**
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	**
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	**	**	**	**	**	**
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	**	**	**	**	**	**
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	**	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced \*\*Ongoing \*\*\*Mastery \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	**
9. Learn to translate dates into centuries						*	**	***	**	**	**	**	**
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.	*	**	**	**	***	**	**	**	**	**	**	**	**
2. Learn to arrange personal experiences in order	*	**	***	**	**	**	**	**	**	**	**	**	**
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	**	**	**	**	**	**	**	**
4. Learn to figure the length of time between two given dates					*	**	**	***	**	**	**	**	**
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	**
6. Understand and make simple time lines				*	**	**	***	**	**	**	**	**	**
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	**	**	**	**	**



PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced    \*\*Ongoing    \*\*\*Mastery    \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	**	**	**	**	**
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	**
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	**	**	**	**	**	**	**	**
B. Distinguish between fact and opinion				*	***	**	**	**	**	**	**	**	**
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	**	**	**
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	**	**	**
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	**	**	**
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	**	**	**
G. Recognize propaganda and its purposes in a given context						*	**	***	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced    \*\*Ongoing    \*\*\*Mastery    \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	**	**	**
I. Reach tentative conclusions						*	**	**	**	***	**	**	**
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	**	**	**	**	**	**
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	**	**	**
3. Note and describe the content of the material, both general and specific							*	**	**	***	**	**	**
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	**	**	**
B. Interpret Cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

\*Introduced \*\*Ongoing \*\*\*Mastery \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	**	**
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	**	**
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	**	**

**PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES**

\*Introduced    \*\*Ongoing    \*\*\*Mastery    \*\*\*\*Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	**	**	**	***	**	**
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	**	**
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	**	**
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

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PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

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	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

D. Read newspapers, magazines, and pamphlets with discrimination	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	**
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							



PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

3. Use the card catalogue to learn that:	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways— by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left- hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illus- trations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior ques- tions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	*	**	**	**	**	**	**	**
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	*	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	*	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	**
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and select materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D. Select answers to questions from material heard, viewed, or read							***						

**PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES**

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

**PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES**

	GRADES													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***	
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***						
D. Select the statements that are pertinent to the topic being studied								***						
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***						
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING														
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**	
B. Listen attentively when others are speaking	*	**	**	**	**	**	**							
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***	
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**	
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**	

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARFD RESPONSIBILITY OF SOCIAL STUDIES

COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak w/ accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	*	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

**PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES**

B. Write with clarity and exactness	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**

Report: By page number	GeoCulArea	Topic	Page
Period			
Pre-historic	All	Overview	21
Pre-historic	All	Archaeological sites	22
Pre-historic	All	Primitive art	23
Ancient	All	Overview	24
Ancient	Middle East	Fertile Crescent/cultures	25
Ancient	Middle East	Fertile Crescent/literature/architecture	26
Ancient	Middle East	Fertile Crescent/artistic contribution	27
Ancient	Middle East	Fertile Crescent/decline	28
Ancient	Middle East	Egypt/Fertile Crescent/geography	29
Ancient	Middle East	Egypt/history/kingdoms	30
Ancient	Middle East	Egyptian civilization/decline	31
Ancient	Middle East	Egypt/major contributions	32
Ancient	Middle East	Egypt/art	33
Ancient	Middle East	Egypt/art	34
Ancient	Africa	Africa/geography/culture	35
Ancient	Africa	Africa/contributions/achievements	36
Ancient	Asia	India/Aryan invasion	37
Ancient	Asia	India/caste system/Hinduism/literature	38
Ancient	Asia	India/caste system/Hinduism/literature	39
Ancient	Asia	India/art	40
Ancient	Asia	India/rulers	41
Ancient	North America	American Indians	42
Ancient	Latin America	Mayan culture	43
Ancient	Latin America	Mayan culture	44
Ancient	Latin America	Mayan culture	45
Ancient	Latin America	Latin America/early art	46
Ancient	Asia	China/early dynasties	47
Ancient	Asia	China/early dynasties	48
Ancient	Asia	China/literature/art	49
Ancient	Asia	China/literature/art	50
Ancient	Asia	Japan/early development	51
Ancient	Asia	Japan/early development	52
Ancient	Western Europe	Greece/geography	53
Ancient	Western Europe	Greece/Minoan civilization	54
Ancient	Western Europe	Greece/Achaean, Dorians, and Ionians	55
Ancient	Western Europe	Greece/Dorian invasion	56
Ancient	Western Europe	Greece/artistic contributions	57
Ancient	Western Europe	Greece/Homer	58
Ancient	Western Europe	Greece/colonization	59
Ancient	Western Europe	Greece/city-states	60
Ancient	Western Europe	Greece/Athens and Sparta	61
Ancient	Western Europe	Greece/Persian Wars	62
Ancient	Western Europe	Greece/art, literature, etc.	63
Ancient	Western Europe	Greece/art, literature, etc.	64
Ancient	Western Europe	Greece/art, literature, etc.	65
Ancient	Western Europe	Greece/Alexander the Great	66
Ancient	Western Europe	Greece/Fertile Crescent	67
Ancient	Western Europe	Rome/law, government, engineering	68
Ancient	Western Europe	Rome/law, government, engineering	69
Ancient	Western Europe	Rome/Caesars, barbarians, decline, etc.	70
Ancient	Western Europe	Rome/art and architecture	71
Ancient	Western Europe	Rome/art and architecture	72
Ancient	Western Europe	Rome/art and literature	73
Ancient	Western Europe	Christianity	74
Ancient	Western Europe	Rome/Christianity	75
Middle Ages	All	Overview	76



Period	GeoCulArea	Topic	Page
Middle Ages	Western Europe	Rome/Eastern and Western Empire	77
Middle Ages	Middle East	Byzantine art	78
Middle Ages	Western Europe	Eastern Orthodox/Roman Catholic Church	79
Middle Ages	Middle East	Islamic religion	80
Middle Ages	Western Europe	Muslim culture	81
Middle Ages	Middle East	Islamic architecture	82
Middle Ages	Middle East	Islamic architecture	83
Middle Ages	Asia	India/Muslim invasion	84
Middle Ages	Western Europe	Russia/geography	85
Middle Ages	Western Europe	Russia/Mongol invasion	86
Middle Ages	Western Europe	Rome/Old Roman Empire and invasions	87
Middle Ages	Western Europe	Moorish conquest	88
Middle Ages	Western Europe	Barbarian invasions	89
Middle Ages	Western Europe	Charlemagne/Carolingian background	90
Middle Ages	Western Europe	Feudal society	91
Middle Ages	Western Europe	Roman Catholic Church/feudal Europe	92
Middle Ages	Western Europe	Gothic art	93
Middle Ages	Western Europe	Crusades	94
Middle Ages	Western Europe	Magna Carta/English law and government	95
Middle Ages	Western Europe	Hundred Years' War	96
Middle Ages	Western Europe	Holy Roman Empire	97
Middle Ages	Asia	China/culture, science, technology	98
Middle Ages	Asia	China/culture, science, technology	99
Early Modern	All	Overview	100
Early Modern	Western Europe	Renaissance	101
Early Modern	Western Europe	Renaissance/art and architecture	102
Early Modern	Western Europe	Renaissance/art and architecture	103
Early Modern	Western Europe	Renaissance/art and architecture	104
Early Modern	Western Europe	Renaissance/art and architecture	105
Early Modern	Western Europe	Reformations	106
Early Modern	Western Europe	Elizabethan Age	107
Early Modern	Latin America	Mayan civilization	108
Early Modern	Latin America	Central American religion	109
Early Modern	Latin America	Mayans/Aztecs/Incas	110
Early Modern	Latin America	Incans/Aztecs	111
Early Modern	Latin America	Civilizations/geography	112
Early Modern	Latin America	Major areas/Latin America	113
Early Modern	Latin America	Line of Demarcation	114
Early Modern	North America	European exploration	115
Early Modern	North America	European exploration	116
Early Modern	North America	European exploration	117
Early Modern	North America	American conquests	118
Early Modern	Latin America	African slaves	119
Early Modern	Latin America	Cosmopolitan nature	120
Early Modern	North America	Spanish Armada	121
Early Modern	North America	Spanish empire in North America	122
Early Modern	Middle East	Ottoman Empire	123
Early Modern	Asia	China/Effects of Christianity	124
Early Modern	Africa	Migration patterns	125
Early Modern	Africa	Migration patterns	126
Early Modern	Africa	African empires	127
Early Modern	Western Europe	English Civil War	128
Early Modern	Western Europe	Age of Enlightenment/personalities	129
Early Modern	Western Europe	Age of Enlightenment/literature	130
Early Modern	Western Europe	Age of Enlightenment/literature	131
Early Modern	Western Europe	Age of Enlightenment/literature	132

## Report: By page number

Period	GeoCulArea	Topic	Page
Early Modern	Western Europe	Age of Enlightenment/literature	133
Early Modern	Western Europe	Age of Enlightenment/literature	134
Early Modern	Western Europe	Baroque art and architecture	135
Early Modern	Western Europe	Baroque art and architecture	136
Early Modern	Asia	Japan/industrial development	137
Early Modern	Asia	Japan/art	138
Early Modern	Asia	Japan/art	139
Later Modern	All	Overview	140
Later Modern	Western Europe	French Revolution	141
Later Modern	Western Europe	Napoleon	142
Later Modern	Western Europe	Metternich system	143
Later Modern	Western Europe	Industrial Revolution	144
Later Modern	Western Europe	Mercantilism	145
Later Modern	Western Europe	Alliance system	146
Later Modern	Western Europe	World War I/major events	147
Later Modern	Western Europe	World War I/peace settlement	148
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	149
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	150
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	151
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	152
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	153
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	154
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	155
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	156
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	157
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	158
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	159
Later Modern	Western Europe	Realism, Impressionism, Cubism	160
Later Modern	Western Europe	Realism, Impressionism, Cubism	161
Later Modern	North America	American Revolution	162
Later Modern	North America	Articles of Confederation	163
Later Modern	North America	Western territories	164
Later Modern	North America	Secession	165
Later Modern	North America	American Civil War	166
Later Modern	North America	Civil War	167
Later Modern	North America	America/nineteenth century	168
Later Modern	North America	U.S. acquisitions	169
Later Modern	North America	U.S. in World War I	170
Later Modern	North America	Canada	171
Later Modern	North America	Canada	172
Later Modern	North America	Canada	173
Later Modern	Latin America	Latin America/independence movement	174
Later Modern	Latin America	Mexico/democracy	175
Later Modern	Latin America	Mexico/ethnicity and class	176
Later Modern	North America	Monroe Doctrine	177
Later Modern	Latin America	Central American independence	178
Later Modern	Latin America	Imperialism and dollar diplomacy	179
Later Modern	Latin America	Caribbean independence	180
Later Modern	Latin America	Spanish-American War	181
Later Modern	Africa	European interest	182
Later Modern	Africa	Stanley-Livingstone	183
Later Modern	Africa	Problems/divisions	184
Later Modern	Africa	Africa art	185
Later Modern	Asia	China/foreign influences	186
Later Modern	Asia	China/foreign influences	187
Later Modern	Asia	Australia	188

Period	GeoCulArea	Topic	Page
Later Modern	Asia	India/political development	189
Later Modern	Asia	India/independence	190
Inter-War	All	Overview	191
Inter-War	North America	Great Depression	192
Inter War	Western Europe	Literature/art	193
Inter-War	Western Europe	Literature/art	194
Inter-War	Western Europe	Literature/art	195
Inter-War	Western Europe	Literature/art	196
Inter-War	Western Europe	Literature/art	197
Inter-War	Asia	Japan/imperialism	198
Inter-War	Asia	China/modern	199
Inter-War	Western Europe	World War II	200
Inter-War	Western Europe	World War II	201
Inter-War	Western Europe	World War II	202
Inter-War	Western Europe	World War II	203
Inter-War	Western Europe	World War II	204
Nuclear Age	All	Overview	205
Nuclear Age	Western Europe	United Nations	206
Nuclear Age	North America	Major movements	207
Nuclear Age	Western Europe	United Nations	208
Nuclear Age	Western Europe	Soviet Union	209
Nuclear Age	Western Europe	Poland/Hungary	210
Nuclear Age	Western Europe	Canada/post-war alliance systems	211
Nuclear Age	North America	Canada/separatist movement	212
Nuclear Age	Latin America	Latin America/instability	213
Nuclear Age	Latin America	Pan-Americanism	214
Nuclear Age	Latin America	Cuban revolution	215
Nuclear Age	Latin America	Latin America politics	216
Nuclear Age	Latin America	Latin America politics	217
Nuclear Age	Latin America	Mexico/Brazil	218
Nuclear Age	Asia	Japan/value system	219
Nuclear Age	Asia	Japan/modern art	220
Nuclear Age	Asia	China/major modern events	221
Nuclear Age	Asia	Sino-America relations	222
Nuclear Age	Asia	Nationalistic movements	223
Nuclear Age	Middle East	Contemporary Middle East	224
Nuclear Age	Middle East	Palistine	225
Nuclear Age	Middle East	Military conflicts	226
Nuclear Age	Middle East	Middle East diplomacy	227
Nuclear Age	Middle East	US/USSR in the Middle East	228
Nuclear Age	All	Challenges	229
Nuclear Age	North America	Literature/art	230
Nuclear Age	North America	Literature/art	231
Nuclear Age	North America	Literature/art	232

## Report: By Periods

Period	GeoCulArea	Topic	Page
Ancient	Africa	Africa/contributions/achievements	36
Ancient	Africa	Africa/geography/culture	35
Ancient	North America	American Indians	42
Ancient	Asia	China/early dynasties	47
Ancient	Asia	China/early dynasties	48
Ancient	Asia	China/literature/art	49
Ancient	Asia	China/literature/art	50
Ancient	Western Europe	Christianity	74
Ancient	Middle East	Egypt/art	33
Ancient	Middle East	Egypt/art	34
Ancient	Middle East	Egypt/Fertile Crescent/geography	29
Ancient	Middle East	Egypt/history/kingdoms	30
Ancient	Middle East	Egypt/major contributions	32
Ancient	Middle East	Egyptian civilization/decline	31
Ancient	Middle East	Fertile Crescent/artistic contribution	27
Ancient	Middle East	Fertile Crescent/cultures	25
Ancient	Middle East	Fertile Crescent/decline	28
Ancient	Middle East	Fertile Crescent/literature/architecture	26
Ancient	Western Europe	Greece/Achaean, Dorians, and Ionians	55
Ancient	Western Europe	Greece/Alexander the Great	66
Ancient	Western Europe	Greece/art, literature, etc.	63
Ancient	Western Europe	Greece/art, literature, etc.	64
Ancient	Western Europe	Greece/art, literature, etc.	65
Ancient	Western Europe	Greece/artistic contributions	37
Ancient	Western Europe	Greece/Athens and Sparta	61
Ancient	Western Europe	Greece/city-states	60
Ancient	Western Europe	Greece/colonization	59
Ancient	Western Europe	Greece/Dorian invasion	56
Ancient	Western Europe	Greece/Fertile Crescent	67
Ancient	Western Europe	Greece/geography	53
Ancient	Western Europe	Greece/Homer	58
Ancient	Western Europe	Greece/Minoan civilization	54
Ancient	Western Europe	Greece/Persian Wars	62
Ancient	Asia	India/art	40
Ancient	Asia	India/Aryan invasion	37
Ancient	Asia	India/caste system/Hinduism/literature	38
Ancient	Asia	India/caste system/Hinduism/literature	39
Ancient	Asia	India/rulers	41
Ancient	Asia	Japan/early development	51
Ancient	Asia	Japan/early development	52
Ancient	Latin America	Latin America/early art	46
Ancient	Latin America	Mayan culture	43
Ancient	Latin America	Mayan culture	44
Ancient	Latin America	Mayan culture	45
Ancient	All	Overview	24
Ancient	Western Europe	Rome/art and architecture	71
Ancient	Western Europe	Rome/art and architecture	72
Ancient	Western Europe	Rome/art and literature	73
Ancient	Western Europe	Rome/Caesars, barbarians, decline, etc.	70
Ancient	Western Europe	Rome/Christianity	75
Ancient	Western Europe	Rome/law, government, engineering	68
Ancient	Western Europe	Rome/law, government, engineering	69
Early Modern	Africa	African empires	127
Early Modern	Latin America	African slaves	119
Early Modern	Western Europe	Age of Enlightenment/literature	130
Early Modern	Western Europe	Age of Enlightenment/literature	131

# Report: By Periods

Period	GeoCulArea	Topic	Page
Early Modern	Western Europe	Age of Enlightenment/literature	132
Early Modern	Western Europe	Age of Enlightenment/literature	133
Early Modern	Western Europe	Age of Enlightenment/literature	134
Early Modern	Western Europe	Age of Enlightenment/personalities	129
Early Modern	North America	American conquests	118
Early Modern	Western Europe	Baroque art and architecture	135
Early Modern	Western Europe	Baroque art and architecture	136
Early Modern	Latin America	Central American religion	109
Early Modern	Asia	China/Effects of Christianity	124
Early Modern	Latin America	Civilizations/geography	112
Early Modern	Latin America	Cosmopolitan nature	120
Early Modern	Western Europe	Elizabethan Age	107
Early Modern	Western Europe	English Civil War	128
Early Modern	North America	European exploration	115
Early Modern	North America	European exploration	116
Early Modern	North America	European exploration	117
Early Modern	Latin America	Incas/Aztecs	111
Early Modern	Asia	Japan/art	138
Early Modern	Asia	Japan/art	139
Early Modern	Asia	Japan/Industrial development	137
Early Modern	Latin America	Line of Demarcation	114
Early Modern	Latin America	Major areas/Latin America	113
Early Modern	Latin America	Mayan civilization	108
Early Modern	Latin America	Mayans/Aztecs/Incas	110
Early Modern	Africa	Migration patterns	125
Early Modern	Africa	Migration patterns	126
Early Modern	Middle East	Ottoman Empire	123
Early Modern	All	Overview	100
Early Modern	Western Europe	Reformations	106
Early Modern	Western Europe	Renaissance	101
Early Modern	Western Europe	Renaissance/art and architecture	102
Early Modern	Western Europe	Renaissance/art and architecture	103
Early Modern	Western Europe	Renaissance/art and architecture	104
Early Modern	Western Europe	Renaissance/art and architecture	105
Early Modern	North America	Spanish Armada	121
Early Modern	North America	Spanish empire in North America	122
Inter War	Western Europe	Literature/art	193
Inter-War	Asia	China/modern	199
Inter-War	North America	Great Depression	192
Inter-War	Asia	Japan/Imperialism	198
Inter-War	Western Europe	Literature/art	194
Inter-War	Western Europe	Literature/art	195
Inter-War	Western Europe	Literature/art	196
Inter-War	Western Europe	Literature/art	197
Inter-War	All	Overview	191
Inter-War	Western Europe	World War II	200
Inter-War	Western Europe	World War II	201
Inter-War	Western Europe	World War II	202
Inter-War	Western Europe	World War II	203
Inter-War	Western Europe	World War II	204
Later Modern	Africa	Africa art	185
Later Modern	Western Europe	Alliance system	146
Later Modern	North America	America/nineteenth century	168
Later Modern	North America	American Civil War	166
Later Modern	North America	American Revolution	162
Later Modern	North America	Articles of Confederation	163



Report: By Periods			
Period	GeoCulArea	Topic	Page
Later Modern	Asia	Australia	188
Later Modern	North America	Canada	171
Later Modern	North America	Canada	172
Later Modern	North America	Canada	173
Later Modern	Latin America	Caribbean independence	180
Later Modern	Latin America	Central American independence	178
Later Modern	Asia	China/foreign influences	186
Later Modern	Asia	China/foreign influences	187
Later Modern	North America	Civil War	167
Later Modern	Africa	European interest	182
Later Modern	Western Europe	French Revolution	141
Later Modern	Latin America	Imperialism and dollar diplomacy	179
Later Modern	Asia	India/independence	190
Later Modern	Asia	India/political development	189
Later Modern	Western Europe	Industrial Revolution	144
Later Modern	Latin America	Latin America/independence movement	174
Later Modern	Western Europe	Mercantilism	145
Later Modern	Western Europe	Metternich system	143
Later Modern	Latin America	Mexico/democracy	175
Later Modern	Latin America	Mexico/ethnicity and class	176
Later Modern	North America	Monroe Doctrine	177
Later Modern	Western Europe	Napoleon	142
Later Modern	All	Overview	140
Later Modern	Africa	Problems/divisions	184
Later Modern	Western Europe	Realism, Impressionism, Cubism	160
Later Modern	Western Europe	Realism, Impressionism, Cubism	161
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	149
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	150
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	151
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	152
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	153
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	154
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	155
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	156
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	157
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	158
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	159
Later Modern	North America	Secession	165
Later Modern	Latin America	Spanish-American War	181
Later Modern	Africa	Stanley-Livingstone	183
Later Modern	North America	U.S. acquisitions	169
Later Modern	North America	U.S. in World War I	170
Later Modern	North America	Western territories	164
Later Modern	Western Europe	World War I/major events	147
Later Modern	Western Europe	World War I/peace settlement	148
Middle Ages	Western Europe	Barbarian invasions	89
Middle Ages	Middle East	Byzantine art	78
Middle Ages	Western Europe	Charlemagne/Carolingian background	90
Middle Ages	Asia	China/culture, science, technology	99
Middle Ages	Asia	China/culture, science, technology	98
Middle Ages	Western Europe	Crusades	94
Middle Ages	Western Europe	Eastern Orthodox/Roman Catholic Church	79
Middle Ages	Western Europe	Feudal society	91
Middle Ages	Western Europe	Gothic art	93
Middle Ages	Western Europe	Holy Roman Empire	97
Middle Ages	Western Europe	Hundred Years' War	96

# Report: By Periods

Period	GeoCulArea	Topic	Page
Middle Ages	Asia	India/Muslim invasion	84
Middle Ages	Middle East	Islamic architecture	82
Middle Ages	Middle East	Islamic architecture	83
Middle Ages	Middle East	Islamic religion	80
Middle Ages	Western Europe	Magna Carta/English law and government	95
Middle Ages	Western Europe	Moorish conquest	88
Middle Ages	Western Europe	Muslim culture	81
Middle Ages	All	Overview	76
Middle Ages	Western Europe	Roman Catholic Church/feudal Europe	92
Middle Ages	Western Europe	Rome/Eastern and Western Empire	77
Middle Ages	Western Europe	Rome/Old Roman Empire and invasions	87
Middle Ages	Western Europe	Russia/geography	85
Middle Ages	Western Europe	Russia/Mongol invasion	86
Nuclear Age	Western Europe	Canada/post-war alliance systems	211
Nuclear Age	North America	Canada/separatist movement	212
Nuclear Age	All	Challenges	229
Nuclear Age	Asia	China/major modern events	221
Nuclear Age	Middle East	Contemporary Middle East	224
Nuclear Age	Latin America	Cuban revolution	215
Nuclear Age	Asia	Japan/modern art	220
Nuclear Age	Asia	Japan/value system	219
Nuclear Age	Latin America	Latin America politics	216
Nuclear Age	Latin America	Latin America politics	217
Nuclear Age	Latin America	Latin America/instability	213
Nuclear Age	North America	Literature/art	230
Nuclear Age	North America	Literature/art	231
Nuclear Age	North America	Literature/art	232
Nuclear Age	North America	Major movements	207
Nuclear Age	Latin America	Mexico/Brazil	218
Nuclear Age	Middle East	Middle East diplomacy	227
Nuclear Age	Middle East	Military conflicts	226
Nuclear Age	Asia	Nationalistic movements	223
Nuclear Age	All	Overview	205
Nuclear Age	Middle East	Pallistine	225
Nuclear Age	Latin America	Pan-Americanism	214
Nuclear Age	Western Europe	Poland/Hungary	210
Nuclear Age	Asia	Sino-America relations	222
Nuclear Age	Western Europe	Soviet Union	209
Nuclear Age	Western Europe	United Nations	206
Nuclear Age	Western Europe	United Nations	208
Nuclear Age	Middle East	US/USFR in the Middle East	228
Pre-historic	All	Archaeological sites	22
Pre-historic	All	Overview	21
Pre-historic	All	Primitive art	23

Report: By GeoCultural Area Period	GeoCulArea	Topic	Page
Later Modern	Africa	Africa art	185
Ancient	Africa	Africa/contributions/achievements	36
Ancient	Africa	Africa/geography/culture	35
Early Modern	Africa	African empires	127
Later Modern	Africa	European interest	182
Early Modern	Africa	Migration patterns	125
Early Modern	Africa	Migration patterns	126
Later Modern	Africa	Problems/divisions	184
Later Modern	Africa	Stanley-Livingstone	183
Pre-historic	All	Archaeological sites	22
Nuclear Age	All	Challenges	229
Ancient	All	Overview	24
Early Modern	All	Overview	100
Inter-War	All	Overview	191
Later Modern	All	Overview	140
Middle Ages	All	Overview	76
Nuclear Age	All	Overview	205
Pre-historic	All	Overview	21
Pre-historic	All	Primitive art	23
Later Modern	Asia	Australia	188
Middle Ages	Asia	China/culture, science, technology	99
Ancient	Asia	China/early dynasties	47
Ancient	Asia	China/early dynasties	48
Early Modern	Asia	China/Effects of Christianity	124
Later Modern	Asia	China/foreign influences	186
Later Modern	Asia	China/foreign influences	187
Ancient	Asia	China/literature/art	49
Ancient	Asia	China/literature/art	50
Nuclear Age	Asia	China/major modern events	221
Inter-War	Asia	China/modern	199
Ancient	Asia	India/art	40
Ancient	Asia	India/Aryan invasion	37
Ancient	Asia	India/caste system/Hinduism/literature	38
Ancient	Asia	India/caste system/Hinduism/literature	39
Later Modern	Asia	India/independence	190
Middle Ages	Asia	India/Muslim invasion	84
Later Modern	Asia	India/political development	189
Ancient	Asia	India/rulers	41
Early Modern	Asia	Japan/art	138
Early Modern	Asia	Japan/art	139
Ancient	Asia	Japan/early development	51
Ancient	Asia	Japan/early development	52
Inter-War	Asia	Japan/imperialism	198
Early Modern	Asia	Japan/industrial development	137
Nuclear Age	Asia	Japan/modern art	220
Nuclear Age	Asia	Japan/value system	219
Nuclear Age	Asia	Nationalistic movements	223
Nuclear Age	Asia	Sino-America relations	222
Middle Ages	Asia	China/culture, science, technology	98
Early Modern	Latin America	African slaves	119
Later Modern	Latin America	Caribbean independence	180
Later Modern	Latin America	Central American independence	178
Early Modern	Latin America	Central American religion	109
Early Modern	Latin America	Civilizations/geography	112
Early Modern	Latin America	Cosmopolitan nature	120
Nuclear Age	Latin America	Cuban revolution	215
Later Modern	Latin America	Imperialism and dollar diplomacy	179
Early Modern	Latin America	Incas/Aztecs	111
Nuclear Age	Latin America	Latin America politics (348)	216



Report: By GeoCultural Area	GeoCulArea	Topic	Page
Period			
Nuclear Age	Latin America	Latin America politics	217
Ancient	Latin America	Latin America/early art	46
Later Modern	Latin America	Latin America/independence movement	174
Nuclear Age	Latin America	Latin America/instability	213
Early Modern	Latin America	Line of Demarcation	114
Early Modern	Latin America	Major areas/Latin America	113
Early Modern	Latin America	Mayan civilization	108
Ancient	Latin America	Mayan culture	43
Ancient	Latin America	Mayan culture	44
Ancient	Latin America	Mayan culture	45
Early Modern	Latin America	Mayans/Aztecs/Incas	110
Nuclear Age	Latin America	Mexico/Brazil	218
Later Modern	Latin America	Mexico/democracy	175
Later Modern	Latin America	Mexico/ethnicity and class	176
Nuclear Age	Latin America	Pan-Americanism	214
Later Modern	Latin America	Spanish-American War	181
Middle Ages	Middle East	Byzantine art	78
Nuclear Age	Middle East	Contemporary Middle East	224
Ancient	Middle East	Egypt/art	33
Ancient	Middle East	Egypt/art	34
Ancient	Middle East	Egypt/Fertile Crescent/geography	29
Ancient	Middle East	Egypt/history/kingdoms	30
Ancient	Middle East	Egypt/major contributions	32
Ancient	Middle East	Egyptian civilization/decline	31
Ancient	Middle East	Fertile Crescent/artistic contribution	27
Ancient	Middle East	Fertile Crescent/cultures	25
Ancient	Middle East	Fertile Crescent/decline	28
Ancient	Middle East	Fertile Crescent/literature/architecture	26
Middle Ages	Middle East	Islamic architecture	82
Middle Ages	Middle East	Islamic architecture	83
Middle Ages	Middle East	Islamic religion	80
Nuclear Age	Middle East	Middle East diplomacy	227
Nuclear Age	Middle East	Military conflicts	226
Early Modern	Middle East	Ottoman Empire	123
Nuclear Age	Middle East	Pallstine	225
Nuclear Age	Middle East	US/USSR in the Middle East	228
Later Modern	North America	America/nineteenth century	168
Later Modern	North America	American Civil War	166
Early Modern	North America	American conquests	118
Ancient	North America	American Indians	42
Later Modern	North America	American Revolution	162
Later Modern	North America	Articles of Confederation	163
Later Modern	North America	Canada	171
Later Modern	North America	Canada	172
Later Modern	North America	Canada	173
Nuclear Age	North America	Canada/separatist movement	212
Later Modern	North America	Civil War	167
Early Modern	North America	European exploration	115
Early Modern	North America	European exploration	116
Early Modern	North America	European exploration	117
Inter-War	North America	Great Depression	192
Nuclear Age	North America	Literature/art	230
Nuclear Age	North America	Literature/art	231
Nuclear Age	North America	Literature/art	232
Nuclear Age	North America	Major movements	207
Later Modern	North America	Monroe Doctrine	177
Later Modern	North America	Secession	165
Early Modern	North America	Spanish Armada	121
Early Modern	North America	Spanish empire in North America (349)	122

Later Modern	North America	U.S. acquisitions	169
Later Modern	North America	U.S. in World War I	170
Later Modern	North America	Western territories	164
Early Modern	Western Europe	Age of Enlightenment/literature	130
Early Modern	Western Europe	Age of Enlightenment/literature	131
Early Modern	Western Europe	Age of Enlightenment/literature	132
Early Modern	Western Europe	Age of Enlightenment/literature	133
Early Modern	Western Europe	Age of Enlightenment/literature	134
Early Modern	Western Europe	Age of Enlightenment/personalities	129
Later Modern	Western Europe	Alliance system	146
Middle Ages	Western Europe	Barbarian invasions	89
Early Modern	Western Europe	Baroque art and architecture	135
Early Modern	Western Europe	Baroque art and architecture	136
Nuclear Age	Western Europe	Canada/post-war alliance systems	211
Middle Ages	Western Europe	Charlemagne/Carolingian background	90
Ancient	Western Europe	Christianity	74
Middle Ages	Western Europe	Crusades	94
Middle Ages	Western Europe	Eastern Orthodox/Roman Catholic Church	79
Early Modern	Western Europe	Elizabethan Age	107
Early Modern	Western Europe	English Civil War	128
Middle Ages	Western Europe	Feudal society	91
Later Modern	Western Europe	French Revolution	141
Middle Ages	Western Europe	Gothic art	93
Ancient	Western Europe	Greece/Achaean, Dorians, and Ionians	55
Ancient	Western Europe	Greece/Alexander the Great	66
Ancient	Western Europe	Greece/art, literature, etc.	63
Ancient	Western Europe	Greece/art, literature, etc.	64
Ancient	Western Europe	Greece/art, literature, etc.	65
Ancient	Western Europe	Greece/artistic contributions	57
Ancient	Western Europe	Greece/Athens and Sparta	61
Ancient	Western Europe	Greece/city-states	60
Ancient	Western Europe	Greece/colonization	59
Ancient	Western Europe	Greece/Dorian invasion	56
Ancient	Western Europe	Greece/Fertile Crescent	67
Ancient	Western Europe	Greece/geography	53
Ancient	Western Europe	Greece/Homer	58
Ancient	Western Europe	Greece/Minoan civilization	54
Ancient	Western Europe	Greece/Persian Wars	62
Middle Ages	Western Europe	Holy Roman Empire	97
Middle Ages	Western Europe	Hundred Years' War	96
Later Modern	Western Europe	Industrial Revolution	144
Inter War	Western Europe	Literature/art	193
Inter-War	Western Europe	Literature/art	194
Inter-War	Western Europe	Literature/art	195
Inter-War	Western Europe	Literature/art	196
Inter-War	Western Europe	Literature/art	197
Middle Ages	Western Europe	Magna Carta/English law and government	95
Later Modern	Western Europe	Mercantilism	145
Later Modern	Western Europe	Metternich system	143
Middle Ages	Western Europe	Moorish conquest	88
Middle Ages	Western Europe	Muslim culture	81
Later Modern	Western Europe	Napoleon	142
Nuclear Age	Western Europe	Poland/Hungary	210
Later Modern	Western Europe	Realism, Impressionism, Cubism	160
Later Modern	Western Europe	Realism, Impressionism, Cubism	161
Early Modern	Western Europe	Reformations	106
Early Modern	Western Europe	Renaissance	101
Early Modern	Western Europe	Renaissance/art and architecture	102
Early Modern	Western Europe	Renaissance/art and architecture (350)	103

Period	GeoCulArea	Topic	Page
Early Modern	Western Europe	Renaissance/art and architecture	104
Early Modern	Western Europe	Renaissance/art and architecture	105
Middle Ages	Western Europe	Roman Catholic Church/feudal Europe	92
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	149
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	150
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	151
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	152
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	153
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	154
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	155
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	156
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	157
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	158
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	159
Ancient	Western Europe	Rome/art and architecture	71
Ancient	Western Europe	Rome/art and architecture	72
Ancient	Western Europe	Rome/art and literature	73
Ancient	Western Europe	Rome/Caesars, barbarians, decline, etc.	70
Ancient	Western Europe	Rome/Christianity	75
Middle Ages	Western Europe	Rome/Eastern and Western Empire	77
Ancient	Western Europe	Rome/law, government, engineering	66
Ancient	Western Europe	Rome/law, government, engineering	69
Middle Ages	Western Europe	Rome/Old Roman Empire and invasions	87
Middle Ages	Western Europe	Russia/geography	85
Middle Ages	Western Europe	Russia/Mongol invasion	86
Nuclear Age	Western Europe	Soviet Union	209
Nuclear Age	Western Europe	United Nations	206
Nuclear Age	Western Europe	United Nations	209
Later Modern	Western Europe	World War I/major events	147
Later Modern	Western Europe	World War I/peace settlement	148
Inter-War	Western Europe	World War II	200
Inter-War	Western Europe	World War II	201
Inter-War	Western Europe	World War II	202
Inter-War	Western Europe	World War II	203
Inter-War	Western Europe	World War II	204

Report: By Topic Period	GeoCulArea	Topic	Page
Later Modern	Africa	Africa art	185
Ancient	Africa	Africa/contributions/achievements	36
Ancient	Africa	Africa/geography/culture	35
Early Modern	Africa	African empires	127
Early Modern	Latin America	African slaves	119
Early Modern	Western Europe	Age of Enlightenment/literature	130
Early Modern	Western Europe	Age of Enlightenment/literature	131
Early Modern	Western Europe	Age of Enlightenment/literature	132
Early Modern	Western Europe	Age of Enlightenment/literature	133
Early Modern	Western Europe	Age of Enlightenment/literature	134
Early Modern	Western Europe	Age of Enlightenment/personalities	129
Later Modern	Western Europe	Alliance system	146
Later Modern	North America	America/nineteenth century	168
Later Modern	North America	American Civil War	166
Early Modern	North America	American conquests	118
Ancient	North America	American Indians	42
Later Modern	North America	American Revolution	162
Pre-historic	All	Archaeological sites	22
Later Modern	North America	Articles of Confederation	163
Later Modern	Asia	Australia	188
Middle Ages	Western Europe	Barbarian invasions	89
Early Modern	Western Europe	Baroque art and architecture	135
Early Modern	Western Europe	Baroque art and architecture	136
Middle Ages	Middle East	Byzantine art	78
Later Modern	North America	Canada	171
Later Modern	North America	Canada	172
Later Modern	North America	Canada	173
Nuclear Age	Western Europe	Canada/post-war alliance systems	211
Nuclear Age	North America	Canada/separatist movement	212
Later Modern	Latin America	Caribbean independence	180
Later Modern	Latin America	Central American independence	178
Early Modern	Latin America	Central American religion	169
Nuclear Age	All	Challenges	229
Middle Ages	Western Europe	Charlemagne/Carolingian background	90
Middle Ages	Asia	China/culture, science, technology	99
Middle Ages	Asia	China/culture, science, technology	98
Ancient	Asia	China/early dynasties	47
Ancient	Asia	China/early dynasties	48
Early Modern	Asia	China/Effects of Christianity	124
Later Modern	Asia	China/foreign influences	186
Later Modern	Asia	China/foreign influences	187
Ancient	Asia	China/literature/art	49
Ancient	Asia	China/literature/art	50
Nuclear Age	Asia	China/major modern events	221
Inter-War	Asia	China/modern	199
Ancient	Western Europe	Christianity	74
Later Modern	North America	Civil War	167
Early Modern	Latin America	Civilizations/geography	112
Nuclear Age	Middle East	Contemporary Middle East	224
Early Modern	Latin America	Cosmopolitan nature	120
Middle Ages	Western Europe	Crusades	94
Nuclear Age	Latin America	Cuban revolution	215
Middle Ages	Western Europe	Eastern Orthodox/Roman Catholic Church	79
Ancient	Middle East	Egypt/art	33
Ancient	Middle East	Egypt/art	34
Ancient	Middle East	Egypt/Fertile Crescent/geography	29

Report: By Topic Period	GeoCulArea	Topic	Page
Ancient	Middle East	Egypt/history/kingdoms	30
Ancient	Middle East	Egypt/major contributions	32
Ancient	Middle East	Egyptian civilization/decline	31
Early Modern	Western Europe	Elizabethan Age	107
Early Modern	Western Europe	English Civil War	128
Early Modern	North America	European exploration	115
Early Modern	North America	European exploration	116
Early Modern	North America	European exploration	117
Later Modern	Africa	European interest	182
Ancient	Middle East	Fertile Crescent/artistic contribution	27
Ancient	Middle East	Fertile Crescent/cultures	25
Ancient	Middle East	Fertile Crescent/decline	28
Ancient	Middle East	Fertile Crescent/literature/architecture	26
Middle Ages	Western Europe	Feudal society	91
Later Modern	Western Europe	French Revolution	141
Middle Ages	Western Europe	Gothic art	93
Inter-War	North America	Great Depression	192
Ancient	Western Europe	Greece/Achaeans, Dorians, and Ionians	55
Ancient	Western Europe	Greece/Alexander the Great	66
Ancient	Western Europe	Greece/art, literature, etc.	63
Ancient	Western Europe	Greece/art, literature, etc.	64
Ancient	Western Europe	Greece/art, literature, etc.	65
Ancient	Western Europe	Greece/artistic contributions	57
Ancient	Western Europe	Greece/Athens and Sparta	61
Ancient	Western Europe	Greece/city-states	60
Ancient	Western Europe	Greece/colonization	59
Ancient	Western Europe	Greece/Dorian invasion	56
Ancient	Western Europe	Greece/Fertile Crescent	67
Ancient	Western Europe	Greece/geography	53
Ancient	Western Europe	Greece/Homer	58
Ancient	Western Europe	Greece/Minoan civilization	54
Ancient	Western Europe	Greece/Persian Wars	62
Middle Ages	Western Europe	Holy Roman Empire	97
Middle Ages	Western Europe	Hundred Years' War	96
Later Modern	Latin America	Imperialism and dollar diplomacy	179
Early Modern	Latin America	Incas/Aztecs	111
Ancient	Asia	India/art	40
Ancient	Asia	India/Aryan invasion	37
Ancient	Asia	India/caste system/Hinduism/literature	38
Ancient	Asia	India/caste system/Hinduism/literature	39
Later Modern	Asia	India/independence	190
Middle Ages	Asia	India/Muslim invasion	84
Later Modern	Asia	India/political development	189
Ancient	Asia	India/rulers	41
Later Modern	Western Europe	Industrial Revolution	144
Middle Ages	Middle East	Islamic architecture	82
Middle Ages	Middle East	Islamic architecture	83
Middle Ages	Middle East	Islamic religion	80
Early Modern	Asia	Japan/art	138
Early Modern	Asia	Japan/art	139
Ancient	Asia	Japan/early development	51
Ancient	Asia	Japan/early development	52
Inter-War	Asia	Japan/imperialism	198
Early Modern	Asia	Japan/industrial development	137
Nuclear Age	Asia	Japan/modern art	220
Nuclear Age	Asia	Japan/value system	219



Report: By Topic Period	GeoCulArea	Topic	Page
Nuclear Age	Latin America	Latin America politics	216
Nuclear Age	Latin America	Latin America politics	217
Ancient	Latin America	Latin America/early art	46
Later Modern	Latin America	Latin America/independence movement	174
Nuclear Age	Latin America	Latin America/instability	213
Early Modern	Latin America	Line of Demarcation	114
Inter War	Western Europe	Literature/art	193
Inter-War	Western Europe	Literature/art	194
Inter-War	Western Europe	Literature/art	195
Inter-War	Western Europe	Literature/art	196
Inter-War	Western Europe	Literature/art	197
Nuclear Age	North America	Literature/art	230
Nuclear Age	North America	Literature/art	231
Nuclear Age	North America	Literature/art	232
Middle Ages	Western Europe	Magna Carta/English law and government	95
Early Modern	Latin America	Major areas/Latin America	113
Nuclear Age	North America	Major movements	207
Early Modern	Latin America	Mayan civilization	108
Ancient	Latin America	Mayan culture	43
Ancient	Latin America	Mayan culture	44
Ancient	Latin America	Mayan culture	45
Early Modern	Latin America	Mayans/Aztecs/Incas	110
Later Modern	Western Europe	Mercantilism	145
Later Modern	Western Europe	Metternich system	143
Nuclear Age	Latin America	Mexico/Brazil	218
Later Modern	Latin America	Mexico/democracy	175
Later Modern	Latin America	Mexico/ethnicity and class	176
Nuclear Age	Middle East	Middle East diplomacy	227
Early Modern	Africa	Migration patterns	125
Early Modern	Africa	Migration patterns	126
Nuclear Age	Middle East	Military conflicts	226
Later Modern	North America	Monroe Doctrine	177
Middle Ages	Western Europe	Moorish conquest	88
Middle Ages	Western Europe	Muslim culture	81
Later Modern	Western Europe	Napoleon	142
Nuclear Age	Asia	Nationalistic movements	223
Early Modern	Middle East	Ottoman Empire	123
Ancient	All	Overview	24
Early Modern	All	Overview	100
Inter-War	All	Overview	191
Later Modern	All	Overview	140
Middle Ages	All	Overview	76
Nuclear Age	All	Overview	205
Pre-historic	All	Overview	21
Nuclear Age	Middle East	Palistine	225
Nuclear Age	Latin America	Pan-Americanism	214
Nuclear Age	Western Europe	Poland/Hungary	210
Pre-historic	All	Primitive art	23
Later Modern	Africa	Problems/divisions	184
Later Modern	Western Europe	Realism, Impressionism, Cubism	160
Later Modern	Western Europe	Realism, Impressionism, Cubism	161
Early Modern	Western Europe	Reformations	106
Early Modern	Western Europe	Renaissance	101
Early Modern	Western Europe	Renaissance/art and architecture	102
Early Modern	Western Europe	Renaissance/art and architecture	103
Early Modern	Western Europe	Renaissance/art and architecture	104

File:  
Report: By Topic  
Period

Period	GeoCulArea	Topic	Page
Early Modern	Western Europe	Renaissance/art and architecture	105
Middle Ages	Western Europe	Roman Catholic Church/feudal Europe	92
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	149
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	150
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	151
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	152
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	153
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	154
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	155
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	156
Later Modern	Western E. rope	Romantic/Neoclassic/Modern period	157
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	158
Later Modern	Western Europe	Romantic/Neoclassic/Modern period	159
Ancient	Western Europe	Rome/art and architecture	71
Ancient	Western Europe	Rome/art and architecture	72
Ancient	Western Europe	Rome/art and literature	73
Ancient	Western Europe	Rome/Caesars, barbarians, decline, etc.	70
Ancient	Western Europe	Rome/Christianity	75
Middle Ages	Western Europe	Rome/Eastern and Western Empire	77
Ancient	Western Europe	Rome/law, government, engineering	68
Ancient	Western Europe	Rome/law, government, engineering	69
Middle Ages	Western Europe	Rome/Old Roman Empire and invasions	87
Middle Ages	Western Europe	Russia/geography	85
Middle Ages	Western Europe	Russia/Mongol invasion	86
Later Modern	North America	Secession	165
Nuclear Age	Asia	Sino-America relations	222
Nuclear Age	Western Europe	Soviet Union	209
Early Modern	North America	Spanish Armada	121
Early Modern	North America	Spanish empire in North America	122
Later Modern	Latin America	Spanish-American War	181
Later Modern	Africa	Stanley-Livingstone	183
Later Modern	North America	U.S. acquisitions	169
Later Modern	North America	U.S. in World War I	170
Nuclear Age	Western Europe	United Nations	206
Nuclear Age	Western Europe	United Nations	208
Nuclear Age	Middle East	US/USSR in the Middle East	228
Later Modern	North America	Western territories	164
Later Modern	Western Europe	World War I/major events	147
Later Modern	Western Europe	World War I/peace settlement	148
Inter-War	Western Europe	World War II	200
Inter-War	Western Europe	World War II	201
Inter-War	Western Europe	World War II	202
Inter-War	Western Europe	World War II	203
Inter-War	Western Europe	World War II	204